

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANTS
UNDER THE**

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180021

Grants.gov Tracking#: GRANT12657901

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180021

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/20/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of Kansas Center for Research, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):

48-0680117

* c. Organizational DUNS:

0762486160000

d. Address:

* Street1: 2385 Irving Hill Road

Street2:

* City: Lawrence

County/Parish:

Douglas

* State:

KS: Kansas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code: 66045-7568

e. Organizational Unit:

Department Name:

Cntr Latin Am & Caribbean Std

Division Name:

College of Liberal Arts & Sci

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Alicia

Middle Name:

M.

* Last Name:

Reed

Suffix:

Title: Director, Research Administration

Organizational Affiliation:

University of Kansas Center for Research, Inc.

* Telephone Number: 785-864-3441

Fax Number: 785-864-5025

* Email: kucrpropmgmt@ku.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Univ-affil. Non-profit corp.

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Connecting Communities: Increasing Competencies in Less Commonly Taught Languages and Expanding Access to Latin American and Caribbean Studies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="505,047.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="505,047.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Kansas Center for Research, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	65,755.00	116,648.00	133,408.00	111,609.00		427,420.00
2. Fringe Benefits	17,680.00	36,127.00	42,509.00	35,025.00		131,341.00
3. Travel	47,211.00	30,701.00	34,261.00	33,241.00		145,414.00
4. Equipment						
5. Supplies	12,500.00	2,500.00	2,500.00	12,500.00		30,000.00
6. Contractual						
7. Construction						
8. Other	71,712.00	78,020.00	63,325.00	76,870.00		289,927.00
9. Total Direct Costs (lines 1-8)	214,858.00	263,996.00	276,003.00	269,245.00		1,024,102.00
10. Indirect Costs*	17,189.00	21,120.00	22,080.00	21,540.00		81,929.00
11. Training Stipends	273,000.00	273,000.00	273,000.00	273,000.00		1,092,000.00
12. Total Costs (lines 9-11)	505,047.00	558,116.00	571,083.00	563,785.00		2,198,031.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 50.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180021

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Kansas Center for Research, Inc.	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Alicia M Reed	Director, Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Kansas Center for Research, Inc.	06/20/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <div style="border: 1px solid black; padding: 2px;">National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr</div> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Alicia M Reed"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/20/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-CLACS_GEPA-18.pdf

Add Attachment

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GEPA Section 427 STATEMENT

University of Kansas Center for Latin American and Caribbean Studies

Provisions, policies, and procedures are in place at the University of Kansas to ensure compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA), which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. The University of Kansas follows federal guidelines for affirmative action and all federal rules and regulations concerning equal access and treatment for all students, faculty, and staff. These policies also govern all units within KU, including the Center for Latin American and Caribbean Studies (CLACS). KU has detailed guidelines for ensuring nondiscrimination, equal opportunity, and affirmative action to all University of Kansas employees, students, volunteers, and affiliates and in its hiring practices. The University's Non Discrimination, Equal Opportunity, and Affirmative Action policy, <http://policy.ku.edu/IOA/nondiscrimination>, helps to ensure Section 427 of GEPA is met. The policy states: "the University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities." The NRC/FLAS activities proposed in this application are all governed by KU's policy on making its facilities and programs accessible to all and overcoming barriers for students with special needs.

KU administration's commitment to diversity is illustrated by the creation of a Vice Provost for Diversity and Equity, who reports directly to KU's Provost, and an Office of Multicultural Affairs, which consolidates previously disparate programs aimed at specific diverse populations and includes the Office of Diversity and Equity. In addition, the KU Human Resources Department includes an Office of Institutional Opportunity and Access (IOA), which serves as a resource both for hiring managers and job applicants, as well as for current KU employees to ensure equal access and non-discrimination in the hiring and performance review process.

In 2016-2017 KU undertook a system-wide climate survey, followed by assembling diversity advisory groups. The strategic plan *Forward Together: A 4-Year Equity and Inclusion Implementation Plan*, was produced to guide KU's efforts. This plan accounts for intersecting social characteristics such as race, ethnicity, socioeconomic status (SES), disabilities, gender, gender expression, and sexuality that define students' overall feelings of inclusiveness on campus. An effective approach to equity requires holistically addressing student retention and graduation outcomes.

Under new leadership, KU has urgently moved to address any policies, practices, and learning and social environments where employee and student microaggressions are directed toward underrepresented racial/ethnic minorities (URM) and other marginalized populations (OMP). KU's intensified commitment to intersectional student-centered social and racial justice and equity has made for substantial foundational progress in a short two-year timeframe.

KU has made concerted efforts to enhance equity and accessibility for individuals with disabilities on campus, including creation of a Faculty Staff Council for Disability Inclusion, and, in partnership with stakeholders, a new policy to ensure the accessibility of events <http://policy.ku.edu/ADA/event-accessibility-and-accommodation>. In 2018 our campus accessible route, the Hawk Route, was equipped with new wayfare signage, a new student-designed logo conveying accessibility and inclusion, and newly designed and updated maps of the Hawk Route and Accessibility Map of Campus. KU also updated Accessible KU, its umbrella website for accessibility resources: <https://accessibility.ku.edu/>.

The buildings in which CLACS and the other NRC centers are housed are all accessible, including disability parking adjacent to the buildings and elevator access. Likewise, all classrooms and meeting rooms in which CLACS and the other NRC Centers hold meetings, events, or classes are accessible to students in wheelchairs. All interior signage in all campus buildings in which the events, meetings, and classes associated with CLACS and the other NRC centers are held are posted in Braille.

Students with learning disabilities, or who are hearing or visually impaired, have access to the University's Student Access Services (SAS), which has its mission "...to facilitate appropriate resources, services and auxiliary aids to allow each qualified student with a disability to equitably access educational, social, and career opportunities at the University of Kansas." Components of SAS include staff members with expertise in the areas of Learning Disabilities/Attention Deficit Hyperactivity Disorders, Physical Disabilities, Psychological, Deafness & Hard of Hearing and Blindness & Visual Impairment. SAS is just one of the many resources available to students at KU. Qualified students are encouraged to utilize services available throughout the campus (e.g., Academic Achievement and Access Center, <http://achievement.drupal.ku.edu>, Writing Center, <http://writing.ku.edu>, Math Help Rooms, <http://www.math.ku.edu/academics/kap/help-room/tutoring.html>, as well as services through SAS. For details, please see <https://achievement.drupal.ku.edu> and <http://disability.ku.edu>.) The University's policy regarding compliance with The Americans with Disabilities Act can be found at <http://disability.ku.edu/ada>.

The University of Kansas and CLACS also have a strong commitment to serving traditionally underserved minority populations and strives to increase the ethnic and cultural diversity of its student population, which is 27% minority. In the past year alone, KU has addressed challenges that have persistently impacted our recruitment and retention of underrepresented students, including financial instability, poor first-year academic performance, and inadequate support. KU lowered the out-of-state tuition rates and increased need-based assistance and is in the process of modifying and strengthening core curricular gateway course options (such as math and languages) to facilitate early success. The university has allocated funds to establish a permanent on-campus food pantry to combat food insecurity; allocated more funds for emergency resources; developed Jayhawk S.O.S, a one-stop case management office to assist students with bureaucratic, academic, financial, and personal issues that often inhibit the completion of underrepresented minorities; and established the Academic Coordinate Faculty Fellow Office to manage classroom incidents and disruptions that may be due to a lack of racial/ethnic cultural competency, a persistent challenge on any predominantly white campus.

In terms of faculty/staff composition and retention, KU's "Hiring for Excellence" protocol, instituted in 2011, has resulted in increased diversity in hiring: tenured/tenure track minority faculty have risen to 22.4% in Fall 2017 from 14.6% in Fall 2008. The Vice Provost Office of Diversity and Equity is now expanding on these results by developing hiring guidelines that prioritize the importance of diversity in hiring, *Excellence in Diversity Handbook*. A support pathway for the success of URM faculty and staff was also established, and diversity and equity committees were created in faculty and staff governing bodies to work collaboratively with the KU Office of Diversity and Equity to foster and link unit and employee goals to the success of our most vulnerable students.

All CLACS staff members share a strong commitment to ensuring equal access and treatment for students, faculty, staff, and community members. Marta Caminero-Santangelo, CLACS Director, served for 2 years as an Equity Fellow in the CLAS Office of Diversity, Equity, and Inclusion and now co-facilitates a competitive, university-wide, year-long "Diversity Scholars Program" for faculty interested in incorporating issues of diversity and inclusion into their course materials and teaching practices, as well as diversity-related workshops for graduate students across campus. 37% of CLACS faculty are from minority/non-white groups; 2 of 3 CLACS administrators and 2 of 3 staff, or 66%, are from underrepresented groups; 3 of 4 student assistants from 2017-2018 are Latinx. Our outreach and programming efforts specifically identify needs of minority, low-income, and international students through professional development workshops for students for whom English is a second language, scholarships and funding (including FLAS) that strongly consider financial need, efforts to make study abroad more affordable, partnerships that promote dual language learning, and direct outreach and partnerships with MSIs.

Signature of Authorized Representative:  _____

Typed name of Authorized Representative: Alicia M. Reed, Director, Research Administration

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Kansas Center for Research, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Alicia Middle Name: M.
* Last Name: Reed Suffix:
* Title: Director, Research Administration

* SIGNATURE: Alicia M Reed

* DATE: 06/20/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Marta		Caminero-Santangelo	

Address:

Street1:	Bailey Hall, Room 320
Street2:	1440 Jayhawk Boulevard
City:	Lawrence
County:	Douglas
State:	KS: Kansas
Zip Code:	66045-7575
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
785-979-2513	

Email Address:

camsan@ku.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract: *Connecting Communities*

The Center for Latin American and Caribbean Studies at the University of Kansas (CLACS) has a renowned history of leadership in area studies in the Midwest region and the nation over the past five decades, including garnering Title VI NRC/FLAS, NEH and NEA funding. CLACS's mission is to promote the interdisciplinary production and dissemination of knowledge and language proficiency related to Latin America and the Caribbean and make this knowledge accessible to a broad constituency by connecting communities of students, scholars, teachers, business professionals, and others in the heartland to communities in Latin America and the Caribbean. While the heartland of the United States is perhaps an unexpected location to find thriving and vibrant activity related to Latin America and the Caribbean, we are notable for the number and depth of our connections to the region: KU has a significant history of institutional collaboration to build connections that support and encourage faculty/student mobility with Latin America, including 22 partnerships across Argentina, Brazil, Chile, Costa Rica, Honduras, Mexico, Paraguay, Peru, and Venezuela. Our partnership with the University of Costa Rica is recognized as the longest-standing institutional partnership in the Western Hemisphere (since 1958); a 50+ year collaboration between Paraguay and the state of Kansas has built strong linkages between farmers, firemen, and teachers in Paraguay and Kansas and allows 100 Paraguayan students to pay in-state tuition at KU; and a new 2017 university-to-university agreement between KU and Universidad de Sonora, a top-five research university in Mexico, brings together world-renowned scholars in particle and nuclear physics. Also noteworthy in the heartland is KU's Institute of Haitian Studies. We organize K-12 educator workshops for continuing education credit, public events, and national and international conferences; and we provide open access education via open educational resources, media, and digital humanities projects. CLACS faculty have top-notch international reputations and rank in the top 10% of US area and ethnic studies departments on multiple metrics in Academic Analytics (AAD 2016); core faculty published 24 books from 2012 to 2016, and CLACS faculty garnered over \$7 million in external grant funds in 2017.

Our proposed initiatives for 2018-2022 focus on the vision *Connecting Communities*. We will leverage our existing partnerships abroad, as well as our strong collaborative relationships with KU's Institute of Haitian Studies and Indigenous Studies Program, to connect CLACS students and faculty, K-12 teachers, Minority Serving Institutions, and Community Colleges, with our overseas partners in Latin America and the Caribbean, in order to increase linguistic and cultural expertise on the region and to meet pressing needs. **Our proposals address all absolute priorities, NRC competitive preference priorities, and FLAS CPPs of this grant cycle.**

We propose to achieve our vision through initiatives related to four specific goals: **1) Promote study of Less Commonly Taught Languages (LCTLs) in the heartland**, including Portuguese, Quechua, Haitian Creole, and Guaraní—identified by the Secretary of Education and by Federal Agencies as priority languages—by aggressively building and expanding our offerings and creating online courses and open-access resources. We will develop LCTLs relevant to our existing overseas links to fortify connections and stimulate Latin American and trans-American indigenous studies in the heartland, and we will prioritize FLAS funding to promote advanced study in less commonly taught languages through hands-on experiential training, which will connect students to the peoples who speak the languages they are studying. **2) Increase our partnerships with K-12, Minority Serving Institutions, and Community Colleges** in order to develop a stronger pipeline in Area Studies, focusing particularly on heritage learners, students from underrepresented minorities, and low-income students. Activities

will include K-12 educator workshops for credit, CC workshops on internationalizing the curriculum, Spanish language and culture immersion retreats for students and teachers, a Global Studies Symposium, a World Languages Day, and arts programming through the Lied Center for the Performing Arts and the Spencer Museum of Art at KU—that leverage existing partnerships between KU and institutions/communities in Latin America and the Caribbean, CLACS faculty strengths, and involvement by professional schools, arts institutions, area businesses, and community organizations. **3) Deepen our Latin American and Caribbean curriculum and increase access for distance learners and working professionals** through online and SA curricular innovations, including a fully online U certificate and online courses that provide greater flexibility for working professionals, the military, and others to develop cultural and linguistic expertise; a hybrid, streamlined 4 + 1 U/G degree program; and affordable field schools/SA/SL programs, including programs targeted to the professional schools, that are open to non-KU students and will connect students across the region to LAC area study. **4) Promote research in Latin America and the Caribbean** by funding projects that build on existing linkages with Latin American and Caribbean partners overseas and address pressing global issues, launching a new book series on Latin American / Midwest connections at University Press of Kansas, and organizing national/international conferences to share important new research. For instance, our planned 2018 conference on “The Unexpected Caribbean” elaborates on the unexpected connections between the Caribbean—including French- as well as Spanish-speaking Caribbean—and the Midwest. Our planned 2021-2022 conference on “Indigenous Peoples of the Americas” will bring scholars and students from across the nation, as well as from KU and our neighboring Haskell Indian Nations University, to make connections and comparisons between indigenous nations of Kansas and the Midwest and indigenous peoples in Latin America on issues of land, language, culture, and survival, and will stimulate the study of LCTLs. Research funds for faculty will prioritize collaborative efforts with partners in the heartland and in Latin America, faculty exchanges, and issues of global priority.

Anticipated, measurable outcomes include at least doubling the number of the area-related less commonly taught languages offered at KU and at least tripling the number of students who take them and garner FLAS awards to study them abroad; increasing the total number of students and educators from regional partners (MSIs, CCs, and public schools) participating in symposia, educator workshops, Spanish immersion events, and study abroad opportunities by at least 100%, and increasing the number of regional institutions represented in these activities by 150%; offering 100% more open access educational resources in less commonly taught languages and greater access to Latin American and Caribbean Studies content through at least 6 new online courses; and increasing student enrollment in our online courses by at least 100 students. Research objectives include increasing by at least 10x the number of works submitted for publication that result from NRC funding and by 5x the number of publications accepted by the end of the grant period resulting from such funding; and hosting a total of at least 250 educators who participate in our conferences, representing at least 20 different states and countries and at least 20 different institutions.

These initiatives firmly align with the Title VI NRC goals to promote LCTLs, build deep cultural knowledge and expertise on LAC, work with MSIs, CCs, and teacher training programs, strengthen overseas linkages, and foster research on issues of global importance that spur national debate. Simply put, our vision of *Connecting Communities* and our measurable goals of increasing cultural and linguistic competency, producing knowledge about Latin American and the Caribbean, and making it more accessible to more people, align perfectly with NRC goals.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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CONNECTING COMMUNITIES



TITLE VI
COMPREHENSIVE NATIONAL
RESOURCE CENTER
AND
FOREIGN LANGUAGE AND AREA
STUDIES FELLOWSHIP PROGRAM



SUBMITTED BY
THE UNIVERSITY OF KANSAS
CENTER FOR LATIN AMERICAN AND
CARIBBEAN STUDIES

MARTA CAMINERO-SANTANGELO, DIRECTOR

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$232,047 Year 2: \$285,116 Year 3: \$298,083 Year 4: \$290,785

FLAS Request

Year 1: \$273,000 Year 2: \$273,000 Year 3: \$273,000 Year 4: \$273,000

Type of Applicant

- ☒ Single institution The University of Kansas Center for Latin American and Caribbean Studies
- ☐ Consortium of institutions
 - ☐ Lead _____
 - ☐ Partner 1 _____
 - ☐ Partner 2 _____
 - ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input checked="" type="checkbox"/> LATINAMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Current: Portuguese, Quechua, Haitian Creole. To be developed during grant period: Kakchiquel, Guaraní, K'iche' Maya, Bri Bri, Tlapanec

LIST OF ABBREVIATIONS

AAD:	Academic Analytics	Ed.:	Education
AAU:	Association of American Universities	EFC:	Expected Family Contribution
ACTFL:	American Council of the Teaching of Foreign Languages	EGARC:	Ermal Garinger Academic Resource Center
ACWWS:	Association of Caribbean Women Writers and Scholars	FASFA:	Free Application for Federal Student Aid
AP:	Absolute Priority	FL:	Foreign Language
ARL:	Association of Research Libraries	FLAS:	Foreign Language and Area Studies
ASE:	American Society for Ethnohistory	FY:	Fiscal Year
AS:	Area Studies	G:	Graduate
AY:	Academic Year	GAP:	Global Awareness Program
BA:	Bachelor of Arts	GIST:	Global and International Studies
BGS:	Bachelor of General Studies	GPRA:	Government Performance and Results Act
CA:	Central America	GSP:	Global Scholars Program
CARLA:	Center for Advanced Research on Language Acquisition	HC:	Haitian Creole
CC:	Community College	HCH:	Hall Center for the Humanities
CCHD:	Center for Community Health and Development	HIST:	History
CEU:	Continuing education units	IA:	Instructional Assistant
CLACS:	Center for Latin American and Caribbean Studies	IDHR:	Institute for Digital Research in the Humanities
CLAS:	College of Liberal Arts and Sciences	IHS:	Institute of Haitian Studies
CODL:	Center for Online Distance Learning	ILL:	Inter-Library Loan
CPP:	Competitive Preference Priority	IPA:	Integrated Performance Assessments
CPPR:	Center for Public Partnerships and Research	INSP:	National Institute of Public Health
CR:	Costa Rica	ISP:	Indigenous Studies Program
CREES:	Center for Russian, Eastern European and Eurasian Studies	JCCC:	Johnson County Community College in Overland Park, Kansas
C&T:	Curriculum & Teaching	KC:	Kansas City
CTB:	Community Tool Box	KCKCC:	Kansas City Kansas Community College
CTE:	Center for Teaching Excellence	KS:	Kansas
DGS:	Director of Graduate Studies	KU:	The University of Kansas in Lawrence, Kansas
DL:	Dual Language	KUL:	University of Kansas Library Systems
DUS:	Director of Undergraduate Studies	LA:	Latin America
EC:	Executive Committee		

LAA:	Latin American Area Studies Course Designation	OSA:	Office of Study Abroad
LAC:	Latin America and the Caribbean	PhD:	Doctor of Philosophy
LACS:	Latin American and Caribbean Studies	SA:	Study Abroad
LAGO:	Latin American Graduate Organization	SCH:	Student Credit Hours
LASU:	Latin American Student Union	SLLC:	School of Languages, Literatures & Cultures
LCTLs:	Less Commonly Taught Languages	SLP:	Spanish Language Program
LPL:	Lawrence Public Library	SMA:	Spencer Museum of Art
MA:	Master of Arts	SoE:	School of Education
MSI:	Minority Serving Institution	S&P:	Spanish & Portuguese
NGO:	Non-governmental Organization	SPLAT:	Spanish, Portuguese and Latin American Library Collection
NRC:	National Resource Center	SW:	School of Social Welfare
OAS:	Organization of American Studies	TA:	Teaching Assistant
ODE	Office of Diversity and Equity	T/TT:	Tenured/Tenure Track
OIP:	Office of International Programs	TPSD:	Topeka Public School District
OMA:	Office of Multicultural Affairs	U:	Undergraduate
OPI:	Oral Proficiency Interview	UCR:	University of Costa Rica
		US:	United States
		WHO:	World Health Organization
		YR:	Year

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Information to meet HEA

Appendices

- A. Curriculum Vitae and Position Descriptions
- B. Course List
- C. Performance Measures
- D. Letters of Support

Introduction: The University of Kansas (KU), a member of the prestigious AAU, is a leader in area studies (AS).

The 2018 *Fiske Guide to Colleges* stated that “KU’s academic value is hard to beat. With nearly 50 nationally ranked academic programs, Kansas’ reputation . . . continues to grow. Comprehensive study abroad programs, a distinctive honors program, and a robust sense of school spirit are just some of the reasons students choose to be a Jayhawk” (Table A1). The Center for Latin American and Caribbean Studies (CLACS) with its nationally renowned faculty (Tables A2 & B2, p11; F, p33; Apx A), deep and broad area studies curriculum (Apx C), and rich Study Abroad (SA) opportunities, is a key component of KU’s strength in international education.

A. Program Planning and Budget: Our proposed initiatives for 2018-2022 focus on the theme of *Connecting Communities* in KU and the heartland to Latin American and Caribbean (LAC) communities and institutions. Our

key objectives (Table A3, p2) are to: 1) increase knowledge of Latin American **Less Commonly Taught Languages (LCTLs)**, including languages identified as high priority by the Secretary and Federal Agencies; 2) expand access to LAC content, language instruction, and SA, for **K-12, MSIs, CCs**; 3) strengthen our **LAC curriculum** through new online courses in language and AS for professionals and government service, and through an online G certificate, to meet the needs

Table A1: KU Highlights

Founded 1865, Research 1 (Carnegie)
100+ year Member of AAU (1909)
28,000+ students, 8,000+ grad, 2600 faculty on 5 campuses
47 Nationally ranked programs
Ranked 18th among public universities for U participation in study abroad (2017 Open Doors Report on International Educational Exchange); 28.5 % U study abroad)
Over 40 languages taught
Ranked 53 rd among top public universities and 22nd among publics as a Best Value (<i>US News & World Report</i> 2017)
2,182 international students from 105 countries
27 Rhodes Scholars

Table A2: KU CLACS ranks in the top 10% of US area and ethnic studies departments for the following metrics in Academic Analytics (AAD 2016)

Number of Faculty Members With an Award
Number of Faculty Members With a Grant
Number of Faculty Members With a Citation
Total Articles
Number of Faculty Members Who Have Published a Book
Citations per Faculty Member
Articles per Author
Number of Faculty With an Article
Articles per Faculty Member
Total Citations
Citations per Publication
Total Number of Grants
Total Awards
Total Grant Dollars
Total Number of Books

of working professionals, the military, and the diplomatic corps who require cultural and linguistic competency and the development of area expertise; 4) **promote research on LAC**, emphasizing projects that build on and expand existing linkages with communities overseas and that address pressing and controversial global questions. We will leverage collaborative relationships with KU's Institute of Haitian Studies (IHS) and Indigenous Studies Program (ISP) and with

TABLE A3: KU Connecting Communities, 2018-2022		
Goal 1	<i>Increase study of LAC Less Commonly Taught Languages in the heartland</i>	
Activities	1	Hire 4 new lecturers in Kaqchikel, K'iche' Maya, Guaraní, Tlapanec, or Bri Bri
	2	Hire seeded tenure track position in Spanish & Portuguese in indigenous language & culture
	3	Develop fully online courses and open-access resources in LCTLs
	4	Organize Indigenous Peoples of the Americas Conference in Year 4
	5	Design and host World Languages Day (with traveling version for CCs and MSIs)
Goal 2	<i>Expand access to LAC content, language instruction, and SA for K-12, MSIs, and CCs through outreach and partnership programs</i>	
Activities	1	Global Studies Symposium, Mock OAS, and Virtual Merienda Series ("Global Debates") for MSIs / CCs
	2	Study Abroad course development with CCs/MSIs
	3	Dual Degree Program with SoE and Donnelly College in Spanish Language Teacher Education
	4	K-14 Educator Workshops and Global Themes Speaker Series
	5	Spanish Immersion and Cultural Competency Retreat with SoE and Topeka Public Schools educators
	6	Spanish Retreat, culture exchange, World Languages Fair, and Arts Initiative for K-12 students
Goal 3	<i>Establish programs that strengthen LAC curriculum and provide greater opportunity for experiential learning and flexible formats for non-traditional students and working professionals</i>	
Activities	1	Design and deliver interdisciplinary field schools in Northern Triangle and Paraguay and targeted programs in Mexico City (Law), Costa Rica (SoE and Business), and Haiti (service learning, NGOs) with subsidized costs to attract MSI / CC students
	2	Develop online Spanish and Portuguese for the Professions and for Heritage Learners
	3	Develop fully online LAC certificate for distance learners / professionals and introduce 4+1 degree program
	4	Establish and develop Business School International Co-Major and Minor and expand to schools outside Business
Goal 4	<i>Promote research on LAC with an emphasis on connecting communities and global issues</i>	
Activities	1	Promote collaborative, interdisciplinary faculty research, prioritizing research based on existing partnerships and / or addressing pressing global issues, through travel and research collaboration awards
	2	Hold annual national / international conferences: Caribbean; Performance; Long 1960s; Indigenous in the Americas
	3	University of Kansas Press Book Series: LAC-Midwest Connections
	4	School of Social Welfare faculty exchange program and symposium with UCR
FLAS	Promote advanced study in LAC LCTLs through hands-on experiential training connecting students to native language speakers.	

regional and LAC partners to connect KU students and faculty, K-12, Minority Serving Institutions (MSIs), and Community Colleges (CCs) with the diverse communities of LAC (**Apx D**).

A.1 Activities meet NRC goals: Our proposed initiatives center on these interrelated objectives

that leverage existing partnerships in LAC and align fully with the NRC priorities to promote LCTLs, including languages identified by the Secretary and by

Table A4: Global Themes: Lecture Series and Educator Workshops		
YR	Theme	Partners
1	Health and Medical Care	Schools of Education, Medicine, Pharmacy, Social Welfare
2	Strong Communities	Schools of Education, Law, Public Administration
3	Energy, Environment, and Sustainability	Schools of Business and Engineering, Biodiversity Institute
4	Information Technologies, Access, and Communications	Schools of Education, Engineering, Journalism

Federal Agencies as high priority (Portuguese, Quechua, Haitian Creole, Kaqchikel), build area expertise, strengthen overseas links, conduct outreach, and foster research on urgent global issues (Table A3, p2). They also align with both Competitive Preference Priorities (CPP).

A.2 Strength of Program: a) *Less Commonly Taught Languages (LCTLs)*: We plan to aggressively expand our LCTL program, building on our historic strengths in Portuguese, Quechua, Kaqchikel, and Haitian Creole (HC) and in producing open-access resources (G.1., p35; B.2., p12). We are conducting a search for Fall 2018 to replace a recently retired Quechua instructor and will add new indigenous language offerings relevant to our partnerships and communities (B.2, p12); for instance, Centro Hispano, a non-profit social services organization in Lawrence, reports a dire need for indigenous language instruction, as roughly 60 families it serves speak an indigenous first language, especially Tlapanec. With Title VI support, CLACS will offer Centro Hispano staff classes in Tlapanec to support its services to clients (AP1). We request funding for 4 new LCTL offerings (staggering development years), 2 at full funding while we build enrollments to justify costs after the grant period; we also request a seed hire in the Spanish and Portuguese (S&P) department with additional expertise in indigenous language and culture. We will organize an annual World Languages Fair including high priority LCTLs Quechua and Portuguese, with traveling versions to K-12 schools. This initiative will culminate with a conference in YR 4 on Indigenous Peoples of the Americas. **b) *Outreach and Partnerships*:** **I.** We will

coordinate with the other Area Studies Centers (ASC) to offer a “Global Themes” speaker series and linked K-12 educator workshops that provide a variety of perspectives on health; energy and the environment; creating strong communities; and informational technologies and access. These topics will spur a broad spectrum of opinions and promote critical thinking and debate on issues of national and global importance (AP1&2). **II.** We will organize additional K-14 educator workshops on integrating Latin American and Caribbean (LAC) content into the classroom, connecting CLACS’s expertise with teachers across the region (**Table A5; AP2**). **III.** In response to an identified need of the Topeka Public School District (TPSD), which features Dual Language (DL) education and reports a gap in the formal Spanish language and culture training of teachers and para-professionals who are heritage speakers, we will partner with KU’s School of Education (SoE) to offer an annual Spanish Immersion and Cultural Fluency Retreat Weekend

for Continu-
ing Education

YR	TABLE A5: K-14 Educator Workshops: Bringing LAC to the Heartland
1	“The Unexpected Caribbean” –follows international conference with ACWWS and IHS
2	“Digital Humanities and Latin American History”—with KUL and IDRH
3	“Heritage Learners in the Heartland” –linked with S&P / Donnelly projects (A.2 p5-6)
4	“Indigenous Peoples of the Americas”—with ISP and possibly ASE

Credit for teachers and paraprofessionals. We will also deliver a follow-up school on-site workshop in participating schools (**CPP2**). We will design and deliver a separate annual Student Summer Spanish Retreat Weekend for TPSD students grades 7-12 (also open to CC/MSI students, with travel scholarships available) featuring virtual communication with CR and Paraguay students, and a virtual “Pen-Pal” exchange with students in TPSD and in CR and Paraguay, building on our partnerships in both countries. Based on its success, we will tailor this program for other public school districts in the region. **IV.** With the other ASCs and with the KU Ermal Garinger Academic Resource Center (EGARC), we will offer an annual World Languages Fair bringing middle- and high-school students, teachers, and parents to campus for a day focused on exploring world languages and cultures. CLACS will focus on high priority languages (as identified by the

Secretary and Federal Agencies): Portuguese, Quechua, Haitian Creole, and Kaqchikel. Sessions will include mini-lessons in a range of languages, presentations on target cultures, and discussions of how intercultural competence can enhance potential for career success in different fields of study and especially for careers in teaching, business, and government service (**AP1**). **V.** Our initiative with the Lied Center and Spencer Museum of Art (SMA) will promote cultural knowledge for K-12 by featuring LAC artists / performers and offer focused workshops on building curricular materials around LAC arts and culture (**Apx D**). **VI.** We will partner with KU's School of Education (SoE) and the School of Languages, Literatures, and Cultures (SLLC) to create a Degree Partnership Program for students at Donnelly College, an MSI in Kansas City (KC), to train students who are heritage speakers to teach Spanish (**CPP1&2**). **VII.** We will organize with the ASCs an annual Global Studies Symposium for area MSIs and CCs (Donnelly, Pratt CC, Kansas City Kansas CC [KCKCC], Garden City CC, Dodge City CC, Johnson County CC [JCCC]) to expose students to the variety of subjects and perspectives of AS and to stimulate student interest in AS, SA, and language study (**AP1, CPP1**). A pilot version in 2018 drew over 90 attendees. We will also work with JCCC on workshops in YRs 1 & 2 to internationalize their career/tech and STEM curriculum, focusing on course redesign, intercultural competency, and adding LACS content. In YR 3 we will partner with JCCC for a workshop offered for other CC faculty. **VIII.** We will create a virtual version of our "Merienda" Speaker Series for distance/tel-conferencing, focusing on the theme "Global Debates in Area Studies," including speakers from Paraguay (working with Kansas Paraguay Partners) and University of Costa Rica (UCR) (**AP1**). **IX.** Partnering with the Pan American Association of KC and building on a 2016 city-wide "High School Student Education through Art" competition, we will organize an annual "Mock Organization of American States (OAS)" conference in KC, targeting MSI/CC students, regional

universities, and heritage learners (**AP1, CPP1**). **X.** Capitalizing on our existing overseas relationships and programs, we will offer SA travel costs and course development stipends for area CCs/MSIs faculty to accompany colleagues at KU to develop SA programs in Central America, Mexico, Brazil, or the Caribbean, identified as areas of national need for expertise; students will enroll through KU or their home institutions (**CPP1**). **c) LACS Curriculum (A.2.a, p3): I.** To meet the needs of working professionals who wish to develop linguistic competency to better function in their roles, we will develop fully online courses in Spanish and Portuguese for the professions (Portuguese for Business, Spanish for Business, Medical Spanish, and a new offering in Legal Spanish). As the Dept. of Agriculture has stated, “Though Spanish is commonly taught, broad understanding of Spanish and Western Hemispheric cultures are critical to the success of US agriculture. Spanish-speaking countries are key agricultural trading partners as well as a vital segment of the US agricultural labor force”; it underscores the “need to support the study of foreign languages and cultures of other countries to further expand trade beyond US borders.” We will redesign existing courses, such as Business Spanish and Business Portuguese, into fully online versions, and teach them online in the following year (staggering years) (**AP1**). We believe these online courses will be particularly attractive to students in the new co-major in International Business (**G.2, p36**). While the courses are being developed and promoted and gathering constituencies, we request full NRC funding—to be replaced by KU funding when the courses are adequately enrolled to pay for themselves. For Legal Spanish, we will develop and offer a traditional course in YR3 and revise the course for online instruction in YR4, capitalizing on our new SA for Law. Using a model under development in S&P, we will also create an online, intermediate “Spanish Language, Literature, and Culture for Heritage Learners” course sequence tailored to the needs of heritage learners, who are typically placed at the intermediate level in

placement tests but lack the formal preparation of lower levels. This course sequence will become a part of the Degree Partnership Program with Donnelly. **II.** We will create an online certificate in LACS and a hybrid (partially online) U/G 4+1 degree program. Courses designed to meet the new certificate requirements will significantly strengthen our AS offerings and provide in-depth coverage of AS subjects of direct relevance to working professionals and those in government service, business, education, social work, non-profit work, energy, sustainability, and international policy (**G.2 p36**); they will also will be available to students in the 22 state CCs and the 6 state universities. The 4+1 degree program will create a streamlined pathway to a G credential in LACS, particularly useful for students who will go into the military or foreign service. As we are the only Kansas university with a comprehensive LACS curriculum, this opportunity will enable us to impact students at other universities, providing broader LACS curriculum to a greater population (**AP1**). **III.** We request funding to offset costs for affordable LAC field schools in Paraguay and the Northern Triangle, a SoE SA to CR, a Law School SA to Mexico, and a service learning program to Haiti, all capitalizing on existing KU faculty strengths and LAC connections. Reduced costs through NRC support for faculty travel and stipends will reduce prices and facilitate access for students who have not had a SA experience, including CC/MSI students, and will increase interest in LCTL language learning and encourage FLAS applications. The interdisciplinary field school in the Northern Triangle region of Guatemala, El Salvador, and Honduras, piloted in Summer 2018 and led by Brent Metz (**F.3, p32; Apx A**), will introduce students to issues of development via sessions with NGOs, aid agencies, and regional universities that train students specifically for the development industry (**AP1**). The field school in Paraguay's Gran Chaco indigenous reserves will build on deep connections between Kansas and Paraguay, which have been sister states in the Partners for the Americas Program for 50

years. Dozens of teachers, farmers, firefighters, zookeepers, and musicians have been traveling in both directions to strengthen professional skills and build long-lasting community relationships, and the agreement allows 100 Paraguayan students annually to pay in-state tuition at KU. Marilyn Rendfeldt (Catholic University in Paraguay) will co-design and facilitate the field school, in which KU and Catholic University students will travel to the Gran Chaco to undertake projects with one of Paraguay's 19 indigenous groups. Experiential learning in this setting will spur interest in Guaraní, listed by the Peace Core as a priority language (**AP1**). The SoE SA will introduce students to the educational system of CR across private and public school settings and explore service delivery. The program will fill a gap in special education by building students' LA cultural competency, an important component since, as early childhood practitioners, they are likely to work with families of diverse backgrounds. The Business School will also establish a summer internship program leveraging relationships with CR alumni. The Law SA to the Universidad Nacional Autónoma in Mexico City (**B.1, p11**) will expose students to LA legal cultures and promote competency; law school Gs increasingly encounter foreign legal systems and work with lawyers and clients from other countries. A new Haiti service learning SA course will provide opportunities to work with community organizations in health and education and will stimulate FLAS applications in Haitian Creole (HC), listed by The US Agency for International Development and the Peace Core as a language of need; students will enroll concurrently in service learning (3 SCH) and onsite HC (3 SCH) (**AP1**). ***d) Research and Exchange Initiatives:*** We plan four national conferences and request funds for student interns (especially from low-income or underrepresented groups) to gain broader exposure to scholarship in AS, acquire real-world training in event planning and improve writing and editorial skills through the preparation of conference proceedings. In YR 1, we will organize "The Unexpected Caribbean," partnering

with the Association of Caribbean Women Writers and Scholars (ACWWS) to host a two-day interdisciplinary symposium in planned for October 2018; NRC funds will support an additional plenary speaker and an educator workshop for regional teachers. The symposium builds on KU's unique strength in Caribbean studies and the presence of both CLACS and IHS in the US heartland; it will explore unexpected connections including transnational interchanges and migrations between the Caribbean, including Haiti, and the Midwest. In YR 2, we will host a conference on Latin American Theatre and Performance, building on the work of the *Latin American Theatre Review* published by KU under the long-standing editorship of Stuart Day (**Apx A**). In YR 3, CLACS and the other ASCs will host "The Long 1960s: Reassessing Global Legacies," exploring the aftermath and lingering impacts of colonialism/Soviet control, and their dismantling, in each of the regions, with implications for foreign policy and international trade and commerce. In YR 4 we will follow with an educator workshop and film series continuing these urgent global discussions (**AP1**). In YR 4 we will also partner with the KU Indigenous Studies Program (ISP) to host a national conference on Indigenous Peoples of the Americas, possibly in conjunction with the annual meeting of the American Society of Ethnohistory (**B.3, p13**), with free registration to students and faculty of Haskell Indian Nations University, and also seek to partner with the Universities of Missouri, KC and of Nebraska, Omaha. The proposed book series, "Latin Americans and the Heartland," constitutes a partnership between KU and University Press of KS, which represents the the six KS Regents Universities. The series will produce two edited, open-access volumes on trans-

Table A6 Brief Budget Summary, 2018-2022

LCTL Language Instruction	249,515	24.4%
Spanish & Portuguese for Professions & Heritage Learners	52,500	5.1%
Study Abroad, Field Schools, and Service Learning Projects	112,365	11.0%
LACS Online Curriculum Design and Instruction	94,340	9.2%
K-14 Outreach / Partnerships	288,333	28.2%
National Conferences, Book Series, Faculty Research	181,878	17.8%
KU Faculty & Staff Professional Development	19,090	1.9%
Acquisitions	25,080	2.4%
Evaluation	1,000	0.1%
Total	1,024,101	100.0%

national ties between Latin America and the Heartland, contributing to nation-wide efforts to increase free educational materials. A faculty exchange with the School of Social Welfare (SW) will build on our partnership with UCR and our SA program for SW in CR, with KU faculty traveling to UCR and UCR faculty traveling to KU in alternate years to incorporate comparative cultural approaches to SW into student training. We request funds for annual faculty research travel towards publication, collaborative KU/MSI/CC faculty grants for teaching / research projects, and acquisitions.

A.3 Costs Support Objectives (A.2, p3): NRC funds will allow us to significantly expand our program in indigenous studies with additional language instruction and related field schools, open access to resources in indigenous languages, and a national conference. Online course development will significantly widen our reach and expand access, as will lowered costs to support SA. CLACS has made an effort to balance the costs among its four goals (**Table A6, p9; Table D1, p23**). We request additional funding for outreach only as necessary to support the proposed dramatic increase in activities. Our budget supports professional development and travel for faculty (KU, MSI, CC) in order to help develop and lead SA programs.

A.4 Long-Term Impact: The seeded position in S&P will have far-reaching impacts for our indigenous languages program and for G students developing expertise in indigenous cultures. Our hires in LCTLs, new online LCTLs courses, new field schools, and conference on indigenous peoples will strengthen collaborations with ISP and Haskell, bolster strengths, and build expertise in indigenous LA. Outreach to K-12, CCs, and MSIs supports a pipeline of future LAC experts and will promote equitable access to LAC language and content education. Conferences, a book series, and faculty travel grants will stimulate new lines of research and collaboration.

B. Quality of Staff Resources: The CLACS community includes nationally renowned faculty,

seasoned administrators, a highly specialized library staff (5), and committed outreach staff.

B.1 Teaching Faculty and Staff: The CLACS faculty at KU includes 113 members (99 non-language, 41 core, and 72 associate faculty)

Table B1: CLACS Affiliated Faculty Breadth	
Humanities	46
Social Sciences	27
Natural Sciences	9
Professional Schools	31
Total	113

from 24 departments within the College of Liberal Arts and Sciences (CLAS) and 9 Professional Schools (**Table B1**); faculty from diverse fields provide multiple perspectives on LAC issues and are involved in SA programs, Outreach, and CLACS academic programs (**A.2, p3; A.4, p10; B.2, p12; F.3, p33**). Our faculty have international reputations as scholars—6 are distinguished professors—and are award-winning teachers (**Table B2; Apx A**). **Melissa Birch**, Business, will organize our Mock OAS competition, having led KU’s model OAS team and, with the PanAm Society of KC, organized a KC-wide competition for high school students (**A.2, p3**). **Lizette Peter**, SoE Curriculum & Teaching (C&T), will facilitate the pilot Spanish immersion program with TPSD, which will also draw on the expertise of **Manuela Gonzalez-Bueno**, C&T, who specializes in language instruction methodologies. **Giselle Anatol**, English, is an expert on Caribbean women writers and current ACWWS presi-

dent; she and Cécile Accilien (**B.2, p12**) will be lead organizers for the “Unexpected Caribbean” conference. **Lua Yuille**, Law, an expert in international and immigration law, serves on the CLACS Executive and G Committees and will help organize the new Law SA in Mexico (**A.2, p8**). See also

Table B2: KU CLACS Affiliated Faculty Awards & Grants, 2013-2018	
TYPE OF AWARD	Awards & Grants
Andrew W. Mellon Foundation	1
Carnegie Corporation of New York	3
Fulbright Scholars	2
Guggenheim Foundation	2
National Endowment for the Arts	2
National Endowment for the Humanities	4
National Institutes for Health	2
National Science Foundation	12
Robert Wood Johnson Foundation	2
Tinker Foundation Inc.	1
William T. Grant Foundation	1

Reyes (**D.1, p28**); Metz (**F.3, p33**); **Apx A**. As a state institution, KU has a strong obligation to excellent student instruction, advising, and mentoring, and CLACS faculty share in this mission

(**Apx A & C**). The Center for Teaching Excellence (CTE) exemplifies this commitment through its work with faculty and TAs to cultivate teaching excellence from the ground up and promote student learning. CTE offers faculty training and teaching and advising related professional development through a variety of resources, including a 1-week Best Practices Institute and year-long Diversity Scholars Program (competitive), an annual 1-day Teaching Summit, brown bags, and workshops. While assessment activities for the KU Core Curriculum and degree program are required, and efforts are underway to make evaluation of teaching quality and outcomes comprehensive, CTE emphasizes faculty buy-in and a culture valuing teaching excellence over a remedial approach.

B.2 Staffing Oversight, Engagement (Apx A): Marta Caminero-Santangelo is CLACS Director and former Frances L. Stiefel Professor in the English Department (Latinx literatures). She has considerable previous administrative experience: she has been English Department Chair and Acting Vice Provost for Faculty Development—positions in which she organized and facilitated professional development workshops and seminars for faculty and TAs. She takes a hands-on approach to all CLACS educator and professionalization workshops. **Cécile Accilien**, CLACS Associate Director and Director of Graduate (G) Studies and Director of IHS, advises CLACS G students with consultations and course mapping each semester. **Robert Schwaller**, Director of U Studies and Associate Professor of History, hired using seed funding from Title VI, is a specialist in Mexico and Central America; he has lead U curriculum redesign for CLACS, designed assessments for our major and core courses, and coordinated History courses cross-listed with LAA. Schwaller is also an associate editor of the journal *Ethnohistory*, which focuses on the history of the indigenous people of the Americas, and is ex officio on the executive committee for the American Society of Ethnohistory, facilitating our collaboration for an Indigenous Peoples of the

Americas Conference (**A.2, p3**). Outreach and Undergraduate Coordinator **Aron Muci** draws on his considerable community ties with Latinx populations in Lawrence and Topeka, KS, to connect CLACS to K-12 school systems in Lawrence, Topeka, and the region, and builds support for Latinx and Latin American student organizations and community organizations such as Centro Hispano in Lawrence and K-12 school systems in Lawrence, Topeka, and the region. **Stefanie Torres**, CLACS Communications Coordinator, is a PhD student in English and has worked with students at Donnelly on presentation skills. Our Office Manager and Shared Service Center provide customer-service oriented administrative support; four student assistants also support CLACS programs. **Jonathan Perkins**, Director of EGARC and a language technology specialist, supports development and maintenance of on-line resources. Instructional Designers in the Center for Online and Distance Learning (CODL) assist in developing CLACS courses into high quality online courses. The CLACS Director is appointed following a search and reports to the Dean of CLAS. Annual assessment reports on our BA and MA degrees are submitted to and evaluated by the University Academic Assessment Committee; six-year assessments of KU core courses are reviewed by the University Core Curriculum Committee. The CLACS Executive Committee (EC), elected by CLACS core faculty, and G & U Committees, are each comprised of a cross-section of CLACS faculty from the humanities, social sciences, natural sciences, and professional schools. They make policy and curriculum-related decisions. CLACS' Advisory Board, comprised of area business leaders, notable alumni and emeritus faculty, and faculty at other institutions, provides input on fundraising and outreach initiatives and strengthens our partnerships with educational institutions, businesses, nonprofits, and alumni.

B.3 Non-discriminatory practices: KU has significantly expanded efforts to diversify its faculty and student body. KU's "Hiring for Excellence" protocol, instituted in 2011, has resulted in

increased diversity in hiring: tenured/tenure track minority faculty have risen to 22.4% in Fall 2017 from 14.6% in Fall 2008; the Office of Diversity and Equity (ODE) is now expanding on these results by developing hiring guidelines that prioritize the importance of diversity in hiring, “Excellence in Diversity: The Handbook for Recruiting and Hiring for a More Diverse, Equitable, and Inclusive KU Faculty and Staff,” now in review stage. 37% of CLACS faculty are from minority/non-white groups; 2 of 3 CLACS administrators and 2 of 3 staff, or 66%, are from underrepresented groups; 3 of 4 student assistants from 2017-2018 are Latinx. KU’s campus is actively addressing issues of equity and accessibility for people with disabilities and for non-gender-binary individuals through increased accessibility to campus buildings, gender-neutral restrooms, and diversity workshops and training. KU has elevated resources that target the recruitment and retention of LGBTQ+ students, faculty, and staff by reorganizing and significantly increasing the staffing of the Office of Sexuality and Gender Diversity to better enable it to collaborate and address the multidimensionality of student identities. It regularly offers Safe Zone Trainings and has opened a Center for Sexuality and Gender Diversity and implemented gender-inclusive policy changes. KU has made concerted efforts to enhance equity and accessibility for individuals with disabilities on campus, including creation of a Faculty Staff Council for Disability Inclusion, and, in partnership with stakeholders, a new policy to ensure the accessibility of events (see GEPA). In 2018 our campus accessible route, the Hawk Route, was equipped with new wayfare signage, a new student-designed logo conveying accessibility and inclusion, and the Accessibility Map of Campus has been newly updated.

C. Impact and Evaluation. KU’s recognized strengths in LAC languages and content across multiple departments and schools (**C.3, p15**) and LACS courses serve a well-established record of placing students in sectors of national need (**C.6, p20**). **C.1 Impact:** Our outreach programs

and efforts have a broad impact on the university, region, and nation (**Table C1, p16; I, p47 esp.**

I.1.c, p49). C.2 National Needs and Public Reach: CLACS U and G programs incorporate the biological sciences, environmental studies, business, social welfare, and other professions as well as traditional disciplines associated with AS. The Central American, Paraguayan, and Haitian library collections have unique national value, as do collections in the Spencer Art and Natural History Museums. Recent (2017-2018) KU LAC events included a discussion series on US-Mexico relations at the Dole Institute of Politics; a Paraguay Conference treating issues of land, indigeneity, and politics; and a talk by the Mexican Head Consul of KC on the Mexican elections of 2018 and democracy in Mexico—all free and open to the public. Our Big Read events included book discussions at the Lawrence Public Library (LPL), a 2017 workshop for K-12 educators (over 50 participants), and a public lecture at KU's Lied Center with 175 attendees.

C.3 Equal Access. KU has a strong commitment to serving traditionally underserved minority populations and increasing the ethnic and cultural diversity of its student population. Our 2017 Freshman class was the most ethnically and racially diverse in KU's history, and our overall student population is the most diverse it has ever been with 20.6% minority students in a state that, at last census, was 13.4% minority. KU has improved its retention rates; the 1-year retention rate for the 2016-2017 cohort was 83%. Like KU, CLACS is committed to ensuring diversity, equity, and access. Of 62 KU alumni responding to our 2017-2018 survey, 19% were 1st-generation students; 50% of our current majors are underrepresented minorities. CLACS makes our commitment to equity and equal access clear on its website, in its programming, and in its production of Open Educational Resource materials. CLACS works closely with the Office of Multicultural Affairs, the Provost Office of Diversity and Equity, and student organizations representing historically underserved groups. We are proposing collaborations with MSIs and CCs

with large Latinx populations (A.2, p5). See FLAS selection priorities (Table J1, p51).

C.4 Evaluation Plan: Our evaluation plan for the proposed 2018-2022 Title VI projects and initiatives include quantitative/qualitative measures on four points: *implementation*, *impact (reach)*, *quality*, and *outcomes*. Our development of fully online language courses (medical, legal, and business Spanish, and online LCTL courses in four different indigenous languages) will

Table C1: Outreach Events And Impact, Fall 2015-Spring 2018					
Target Audience	Activity	Students	Staff & Faculty	General Public	Total Reached
K-16 Schools and Educators	Cultural Events, Festivals	450	32	13	495
	Resources and Curriculum Development/Culture Trunks	10,612	44		10,656
	Teacher Training in Area Studies/Educator Workshops		158		158
University Students, Staff & Faculty	Community Development: Latin American Coffee Talk & Tasting; Latin American Film Nights; International Tues Lunch, etc.	1,099	402	236	1,737
	Cultural Events, Festivals: International Jayhawk Festival; Festi-val of Cultures; Brazilian Carnaval; Día de los Muertos etc.	4,420	104	63	4,587
	Lecture/Speaker Series	11,147	479	216	1,842
	Language Skill Development: Hablemos (Spanish Conversation); Bate Papo (Portuguese Conversation)	590	76		666
	Student Professional Development: Graduate Research Symposium; Grant Writing and Presentations Workshops; Workshops for Non-Native English Speakers; International Career Series, etc.	616	6		622
Public, Community Partners, Local Businesses	Arts & Culture: Latin American Cinema Festival of KC; Latino Americans 500 Years of History; In the Shadow of Cortes From Veracruz to Mexico City; Feijoada Brazil Week; Big Read w/ Julia Alvarez; etc.	405	71	4,418	4,894
	Conferences, Symposia, Lectures, Seminars, Presentations, and Panels	729	237	795	1,761
TOTAL		20,068	1,609	5,741	27,418

be measured on the basis of 1) when the courses are first offered; 2) number of students taking the courses; 3) student evaluations measuring program quality; 4) assessments of student proficiency and matriculation in advanced levels of the language. Our K-14 educator workshops and professional development (e.g. Spanish language and culture immersion weekends) will measure 1) frequency and regularity of offerings, 2) number of participants, 3) evaluation of program

quality (via online surveys), and 4) number and quality of course materials developed and stored on an open-access CLACS website. Our initiatives to build a broad LAC expertise pipeline through initiatives such as online certificates, a 4+1 degree program, and increased accessibility for field schools and SA, will be measured on 1) first offering/frequency of offering of certificate/degree program/SA, 2) student matriculation numbers, 3) student assessment of program quality via post-program online surveys, and 4) outcomes in terms of job placement and/or further pursuit of higher education related to LACS. Our initiatives specific to MSI/CC partnerships will, measure regularity of offerings made in collaboration, number of students and faculty participating from each institution, evaluations of programs offered, and outcomes (e.g. new SA opportunities for MSI/CC students or number of such students receiving FLAS awards). Evaluation checkpoints will occur at the conclusion of the event/course/program, as well as annually (cumulative) and long-term outcomes (e.g. alumni surveys). We will implement a calendar for on-going evaluation activities and collect results longitudinally through ongoing contact with respondents to post-event instruments. This will enable us to track whether and how they have implemented the materials and ideas from the program, compare data with the other KU AS centers, and revise ongoing initiatives to further enhance their impact (**Table C2, p18**). In recent years, CLACS has implemented new assessment strategies and honed existing ones to revise and strengthen its academic program. In 2016, in response to student interviews, CLACS revised its major requirements to ensure interdisciplinary breadth and disciplinary depth, grant students greater flexibility in disciplinary approach, and cultivate community through common “core” courses. The new major facilitates double majoring in LACS by allowing students to more effectively complete courses that count toward related majors (**H.1, p43**). We are evaluating the degree to which introductory core “LAA” courses serve as a “gateway” to taking other LAA

Table C2: Connecting Communities 2018-2022 Evaluation Plan

	Implementation	Impact/Reach	Quality	Outcomes
LCTLs <i>Increase linguistic competency and training in LAC LCTLs</i>	How many LCTL courses were offered per AY? How many new LCTLs were added to course offerings?	How many students enrolled in LCTL classes per AY? How many students enrolled in intermediate/advanced levels?	What was the quality of LCTL instruction, as assessed by 1) student evaluations, 2) SLLC peer evaluations, and 3) language proficiency assessments?	What were immediate and eventual outcomes of LCTL instruction, as measured by 1) SA to LCTL area; 2) research using LCTL; using LCTL in further education or career (assessed by alumni surveys)
K-14 partnerships <i>Increase LAC cultural and linguistic competency and interest through initiatives with K-12, MSIs, and CCs</i>	How many educator workshops were offered per AY? How many partnership events (Global Studies Symposium, Global Themes Lecture Series, Spanish Immersion Weekends, SA partnership awards) were offered per AY?	How many students participated in all outreach and partnership activities? How many educators participated? How many students/educators were from MSIs/CCs? How many total institutions were represented in each category (K-12, MSI, CC) per AY? How many new institutions were involved over time? Did annual events (Global Studies Symposium, Mock OAS) grow over time?	What was the quality of events, as measured by 1) student and educator evaluations; 2) post-event assessments measuring “value-added” knowledge/interest; 3) repeat participants from one event to another?	What were short- and long-term outcomes, as measured by 1) number of new curricular materials developed by educators and added to CLACS open-access website; 2) number of new study-abroad programs led or co-led by MSI/CC educators; student enrollment in SA partnership programs and Degree Partnership Program
Expanded LAC Curriculum	How many new online area content and Spanish for the professions courses were developed and taught per AY? Was new 4+1 degree proposal passed in YR 1? Was new online CLACS certificate passed in YR 2	How many students were enrolled in these courses per AY? Did numbers increase over time? How many students from CCs or MSIs enrolled? How many different institutions were represented? How many students take advantage of a double major/minor in CLACS and International Business?	What was the quality of online instruction, as measured by 1) student evaluations, 2) CODL and SLLC peer assessments, and 3) in the case of professional Spanish, linguistic proficiency assessments? Do enrolled students “repeat” with other CLACS courses?	What were mid-range and long-term outcomes such as 1) number of online certificates awarded; 2) number of 4 + 1 degrees earned; 3) use of certificate/degree or professional Spanish in career (as measured by alumni tracking)?
Research and International Faculty Collaboration	Are conferences offered in the year they are planned? How many manuscripts per year are accepted/published for the KU Press Series? How many faculty research and faculty collaboration awards are given per AY? How many faculty participate in the SW CR exchange?	How many faculty participate in conferences and research initiatives? How many faculty from non-KU institutions? How many institutions are represented? How national/international is the reach—how many states/countries are represented per AY?	What were the quality of conferences, faculty exchanges, and research awards, as measured by 1) post-conference evaluations; 2) faculty exchange/faculty collaboration evaluations; 3) # of concrete research/collaboration outcomes?	How many faculty contributions were included in conference proceedings? # of research products that resulted from faculty research awards? What were # of products (symposia, collaborative research, new curricular initiatives) that resulted from faculty exchanges and collaborations?

courses. (“LAA” designates courses offered by CLACS and does not include all LACS content courses.) Over the past 10 years (Sp 2008-Su 2017), of all students who were enrolled in LAA 100, 72% went on to take at least one additional LAA course; 13% took an additional 3 LAA courses. These results suggest that increasing the number of students who take LAA 100 will help increase subsequent students in the LAA pipeline; therefore, we have created a fully online version of LAA 100, first offered Winter 2017-18. In 2018, we developed LAA 332 and LAA 300 as online courses to expand reach and impact. Proposed new online courses for the certificate will further strengthen our major. CLACS has recently revised its MA requirements after a unit-level review, leading to a “backwards-designed” curriculum (**H.2, p44**). Evaluation of student needs for more flexible and streamlined credentials has led to a new G certificate in LACS for students in other degree programs and a streamlined 12-month MA for US Military Officers, which our proposed online courses will further support. Our first incoming G student to take advantage of this program enrolled for Fall 2018. We will bring in an external evaluator for our academic program in YR 1. CLACS collects attendance statistics and post-event evaluations for its programming, solicits suggestions from K-14 educators, and responds to feedback. Evaluations from K-12 educator workshops indicated a need for opportunities to earn continuing education units (CEU), so we partnered with Baker University’s School of Education, which has a strong reputation among KS teachers, to add CEU a feature of our workshops. Roughly 20% of attendees have earned credits that enable them to meet state recertification requirements. Recent feedback indicates that we should offer parallel credits to social workers and health professionals when appropriate, and this is planned for our Global Themes workshops on strong communities and

Table C3: CLACS Alumni Survey		
	BA/BGS	MA
Government Service	7%	0%
Non-Profit Sector/NGO	21%	19%
Higher Education	7%	44%
K-12 Education	10%	7%
Business	3%	4%
Law	10%	4%
Publishing/Journalism	0%	4%
Self-Employed	41%	19%

health (**A.2, p3**). CLACS makes resources from workshops available online to reach those unable to attend and maintains an active social media presence. Educators have reported the need for arts and culture projects for k-6 grade students. CLACS now collaborates with Centro Hispano and Lawrence Arts Center on a summer program in which LA immigrant children produce short films. Our goal of offering Tlapanec responds to a reported community need (**A.1, p2**). Our proposed partnerships with SoE/TPSD and Donnelly for Spanish Language Education (**A.2, p3**) emerged from joint discussions about needs of DL educators.

TABLE C4: S&P Alumni Survey (2018)				
	Bachelors Degree	MA, MBA, JD	Doctorate, PhD	TOTAL
Private Sector: For profit company or org.	19	17	7	43
Private Sector: Non-profit org.	13	11	10	34
Public Inst. of Higher Ed.	3	4	36	43
K-12 Public or Private Ed. Inst.	2	4	1	7
Government: Local	0	2	0	2
Government: State	2	5	3	10
Government: US Military	1	0	1	2
Government: US Federal	0	2	1	3
International Org.; NGO	1	0	0	1
Self-employed or bus. owner	2	5	2	9
TOTAL	43	50	61	154

C.5 Placement: Dedicated degree programs in LACS as well as S&P programs develop expertise in areas that serve vital national needs (**Table C3, p19 and C4, p20**). CLACS will invite representatives from firms that employ former FLAS fellows to strengthen job opportunities and create programs that respond to industry needs related to LAC and hold annual sessions and panels on international careers in US Government Service (**AP1**) (**D.1, p26**). **C.6 Subject Area Specialists. U and G enrollments:** Between 2013-2017, U LAA courses (courses offered through CLACS) alone have averaged 527 SCH/year, and CLACS courses have served students in many majors including S&P and Global and International Studies (GIST) (**Table C5, p21**). (**G.2, p36; H.1, p43; H.2, p44**). **Advanced language and international studies programs:** In 2009 KU launched a new GIST major supported by curriculum from ASCs to promote broad global competency. Many students undertake advanced study in S&P (**Table C5, p21**).

C.7 FLAS Fellowships Address National

Needs: From 2000 to 2014, CLACS awarded 62 AY and 86 Summer FLAS, the vast majority in LCTLs (63 Portuguese, 30 Quechua, 28 Kaqchikel, 14 Miskito, 13 other). These awards have produced professionals and scholars with strong LCTL expertise who make important contributions to the academy, government, NGO, and private industry (**Table C6**). In our tracking survey (30% response

TABLE C5: Enrollments and Degrees		
LACS Enrollments		
Fall 2015- Summer 2017	862 graduating U (11% of all KU U degrees)	Took 9+ LACS-related SCH
	450 graduating G students	
	33 graduating GIST majors	
	11 graduating GIST majors	Took 18+ LACS SCH
AY 2013-2017	CLACS Majors and MAs	
	Average Bachelors Degrees / yr	5.2
	Average CLACS Major GPA	3.38
	Average MA Degrees / yr	2
AY 2018	Majors	6
	Minors	9
	S&P Majors and Minors	
	Majors	91
	Minors	238
	Graduate Students	28
	U Degrees awarded	21
	G Degrees awarded	9

rate), 80% report that they hold or are earning G degrees and 81% have volunteered or consulted in higher education (19%), non-profits (57%), or MSIs (5%). Respondents report working in settings where foreign language (76%) and/or AS training (68%) are a requirement or key asset in their current jobs. 54% estimate it likely or very likely that FLAS contributed to additional funding such as National Science Foundation grants or Mellon Fellowships.

D. Commitment to the Subject Area: D.1 Institutional Support:

KU has been a regional, national, and international leader in area studies for over 50 years, and CLACS played a key role from the beginning. KU prioritizes preparing students as global citizens and robustly promotes global and international studies.

Table C6: CLACS FLAS Fellow Placement Survey, 2018	
Further Graduate Training	8
Higher Education	30
K-12 Teaching	18
Private-Nonprofit	15
Private-For-Profit	14
Government-Federal	6
Government-State & Local	6
Self-Employed	11
Unemployed	0
Unknown	12
Total	120

The Office of International Programs (OIP), led by Associate Vice Provost Charles Bankart, supports all KU international students and offers programs such as the Global Awareness Program

(GAP) and the Global Scholars Program (GSP). The Center for Global and International Studies (CGIS) plays a mutually supportive, collaborative role with the region-specific ASCs. Increasing SA participation is a significant component of KU's Strategic Plan. Its undergraduate (U) participation in SA ranks 18th in the nation; 28.5 % of KU's U students participate in SA prior to graduation. CLACS is committed to leveraging vital local and international connections to increase cultural and linguistic competency and expertise in LAC, bringing the Heartland to LAC and LAC into the Heartland. Partnerships between KU and institutions within LAC are flourishing; SA programs connecting students to LAC draw considerable numbers of students and support them financially. CLACS has garnered national grants to promote knowledge of the area and understanding of LAC diaspora populations arriving in the US, and has worked closely with student groups, community organizations, K-12 educators, and minority-serving institutions such as Donnelly College to offer meaningful programming and events that serve constituents' needs. Since 2014, CLACS has revised and streamlined U and G curricula in response to assessment, created a new G certificate in Latin American and Caribbean Studies, and is proposing a new 4+1 degree program. We have worked with CODL to develop key CLACS courses (Kichwa I, LAA 100, 300, and 332) into fully online courses available to KU and non-degree-seeking off-campus students and will propose a fully online certificate in LACS. Quechua level 1 is in the final stages of development as an open-access, fully online course available to anyone free of charge. KU faculty and staff have created widely-used open online resources for language learning and cultural enrichment (**G.4, p39**), led popular study-abroad programs in LA and created new ones, secured major research grants for projects in LA, and strengthened partnerships with K-12 educators, CCs, MSIs, and regional community organizations. Building on this solid foundation, CLACS's new programs will produce more graduates with LAC expertise by connecting

communities in KU and the heartland with LAC. **a) *Support for Center Operation:*** KU financial support for CLACS has remained strong, despite state cuts to higher education. In addition to providing an office suite (shared with CREES) and a spacious meeting room for outreach events, KU supports permanent CLACS staff positions, including the Director and Associate Director/Director of Graduate Studies, Director of Undergraduate Studies, Outreach and Undergraduate Coordinator, Office Manager, and Communications Assistant (added in 2016). The CLACS staff structure supports significant outreach to K-14 educators and to the general public. The CLACS budget covers 2 lecturers, 2 TAs, and three U student program assistants; CLACS Gs receive funding through TAships in Spanish & Portuguese. An area librarian and dedicated Shared Service Center staff, including an accounting specialist, two human resources specialists, and G and U advisors support CLACS (**Table D1**). **b) *Support for Teaching Staff*** (**B.1, p11; F.3, p33**): Since 2012, KU has hired 8 new CLACS core faculty in African and African American Studies, Architecture & Design, Ecology & Evolutionary Biology, Sociology (a distinguished professor), S&P, and the Libraries, and 5 additional CLACS faculty in Psychology, American Studies, Education, and Dance. KU offers excellent instructional technology and technical support, pedagogy development, and course design support through CTE, CODL, and EGARC (**B.1, p11 & B.2, p12**). **c) *Support for Overseas Linkages:*** KU has a significant history of institutional partnership building and faculty/student

Table D1: Financial Support for LACS (Calendar Year 2017 unless otherwise noted)	
Affiliated faculty salaries (KU paid)	6,007,960
Affiliated faculty salaries (grant paid)	481,982
GTA salaries	438,396
GTA tuition waivers	358,023
Lecturer salaries	403,537
Outreach, communications, office staff salaries	93,715
University support staff and faculty*	389,837
CLACS OOE, supplies, promotion, instructional technology (FY 2018)	7,374
Institutional grants, scholarships, and fellowships to students taking 9+ LACS-related hours	1,210,281
Undergraduate (LACS 9+ hours) tuition / fee waivers and adjustments	536,672
Study Abroad Financial Aid for LAC Travel (AY 2017-2018)	26,950
CLACS Faculty General Research Fund and New Faculty GRF awards (FY2018)	26,001
CLACS Faculty external grants	7,034,189
CLACS Faculty travel funds (FY2018)	31,500
CLACS Affiliated Chairs / Directors Research and Travel Funds (FY2018)	48,000
All salaries include fringe. *CLACS portion only	

mobility with Latin America. In 1958 KU established a partnership with the **University of Costa Rica** (UCR), recognized as the longest institutional partnership in the Western Hemisphere. Under the agreement, 50 students per year from CR can attend KU at in-state tuition rates. Over 3,200 students from KU and across the nation have studied at UCR (78% for a full semester) across the 60 years of partnership and 270 CRs have earned degrees from KU. Students from Business and Journalism to Engineering and the CLAS have benefitted through the connections forged between KU and UCR. This relationship has had strong faculty participation from both institutions, with recent active involvement in Engineering (Mechanical, Environmental, and Chemical), Business (International Business and Finance), Journalism (Strategic Communications), Social Welfare, Ecology and Evolutionary Biology, Political Science, Film, History, Indigenous Studies, Anthropology, Psychology, and Education (Educational Leadership and Policy Studies, Early Childhood Education). KU/CLACS faculty Peter Herlihy and KU students worked with colleagues at UCR and Universidad Nacional de Costa Rica to host the 35th Conference of Latin Americanist Geographers in CR (2018) with over 200 participants including distinguished representatives of government, academic, and private sectors. Presenters will publish their work in the *Revista Geografica de America Central*. The relationship between **Paraguay** and Kansas represents a half-century of collaboration, shared experience, and mobility: farmers, firemen, doctors, veterinarians, musicians, artists, educators, and others have traveled back and forth. In a new initiative, KU has partnered with the **Mexican Consulate** in KC for the “Cátedra México” project, a series of interchanges between the Consulate and KU that include a major luncheon lecture in KC featuring the Mexican Ambassador, a NAFTA conference on KU’s campus, and a lecture by the Head Consul at KU on the 2018 Mexican elections. KU continues to engage actively in partnership development across Latin America to enhance research collaboration as

well as faculty and student mobility. We have 22 existing partnerships across Argentina (1), Brazil (5), Chile (3), CR (1), Honduras (1), Mexico (4), Paraguay (2), Peru (4), and Venezuela (1). Our newest university-to-university agreement, signed in November 2017, is with **Universidad de Sonora**, a top-five research university in Mexico. This relationship brings together world-renowned scholars in particle and nuclear physics to form a new International Advisory Board and enhance current collaborations with researchers at the European Organization for Nuclear Research laboratory's Large Hadron Collider in Switzerland. **Other links:** Through a Cancer Support Grant from KU Cancer Center, *Juntos* Center for Advancing Latino Health at KU Medical Center partnered with the National Institute of Public Health (INSP) in Mexico to develop a 12-week text-message cessation intervention for Mexican smokers; 88% of participants completed follow-up and 38% were biochemically verified abstinent by end of treatment. Findings were presented to leading tobacco control experts from Latin America at INSP Mexico. In fall 2017, KU won funding to bring 60 Brazilian high school English teachers to campus for pedagogical training and English proficiency development, and a grant from the Friends of Fulbright Undergraduate Student Exchange Program in Argentina to provide ESL and academic coursework to 20 Argentine undergraduate students. In fall 2017, KU enrolled Fulbright G students from Colombia (2), Dominican Republic (1), Panama (1), Peru (1), and Honduras (1) in the fields of Economics, Education Technology (3), Civil Engineering, and Engineering Management. At the same time, 150 students from across LA enrolled in KU undergraduate and G programs (7% of our international student population). KU is hosting visiting researchers on campus from Brazil (8), Colombia (4), CR (2), Argentina (2), Chile (1), Mexico (1), and Peru (1). CLACS will build on these existing partnerships to create significant outreach opportunities for CC and MSI students and educators. Our programs will provide professional development for teachers and lan-

guage development for students, and will increase access to LAC courses, educational experiences, and SA for low-income, first-generation, and heritage students, thus building capacity in areas of national need. **d) Support for Outreach activities:** KU supports outreach to K-12, MSIs, CCs, and the community through a wide variety of educational activities (**I, p47; Table C1, p16**). K-12 educator workshops, lectures, conferences, and symposia open to the public are funded through CLACS's operating budget and generous co-sponsorships by the CLAS Dean's Office, Provost's Office, and other units. In the 2017-2018 academic year alone, these offices and units contributed a total of \$9,000 to CLACS outreach activities and events above our operating budget costs. Our Outreach Coordinator was recently increased to a .75 FTE position, and four undergraduate student program assistants help with outreach (**Table D1, p23**). **e) Support for Students in Fields Related to Area.** CLACS nurtures a strong community of U and G students doing work on or in LA through events such as our Meriendas, G Student Potluck, G Research Symposium and related professional development workshops, relationships with LA student groups, and financial support for research and SA. CLACS offers three SA scholarships including a new LCTLs Scholarship. For summer 2018 CLACS has awarded 6 awards of \$500 each for U travel to LA. In 2016-2017 (including Summer 2017), the Honors program gave \$67,225 in scholarship funding to Honors Students to travel to LAC. The Office of Study Abroad (OSA) offers weekly information sessions as well as individualized SA financial planning and financial aid and scholarship advising; up to \$200,000 is awarded each year by OSA to support student SA. All scholarship recipients from OSA do a follow-up project to share information about their region/country with the KU or Lawrence Community, further promoting community knowledge about and interest in LAC. GAP offers an U certificate for a combination of internationally-focused courses, SA, and cultural multinational activities on campus, and the GSP is a competitive,

by-application program for highly motivated sophomores that emphasizes intercultural learning opportunities and faculty-mentored research and aims to prepare students to be innovative leaders and thoughtful global citizens. GSP offers a specially designed, interdisciplinary seminar on a different theme each year, led by a faculty member with broad international expertise, which challenges students to better understand global issues and pursue internationally-focused research; students are paired with faculty mentors and funded with \$1,000 each toward SA. Of the 3 cohorts of GSP over the past four-year period (2014-18) that have completed their SA, 4 scholars each year (or 28% of the total) traveled to LA, and eleven GSP have presented research projects on LAC. In 2015 KU's Center for Educational Opportunity Programs (CEOP) secured a \$1.9 million grant from the ED to offer the College Assistance Migrant Program (CAMP) to children of migrant workers who are students at KU, Donnelly College, and two midwestern CCs. Between 2011-2017, 16 LAC Fulbright students came to KU, and 3 KU students received Fulbrights for Latin America (an additional 2 for Spain). CLACS G research funds include the Robert Oppenheimer Memorial Scholarship, the Stansifer Fellowship, the Pierre A. Stouse Jr. Memorial Award, and the CLACS G Travel & Research Fellowship. In 2016-17, the total awarded from these sources was \$23,400. From 2014-16, CLACS received \$15,000 annually from the Tinker Foundation, with a 100% match from KU; in Summer/Fall 2016 CLACS awarded 16 Tinker Field Research Grants totaling \$27,809. CLACS Gs are supported with TA-ships and tuition waivers, and Gs can teach summer and winter term classes for added pay. Gs at KU may apply for competitive fellowships from CLAS, the G School, Honors Program, and HCH. CLACS promotes G professional development through workshops on research presentation (including workshops targeted to non-native speakers of English) and grant proposal writing. *f) Support for Library (Table D2):* KU supports a first-rate LA collection and a specialist

bibliographer (**E, p28**) SPLAT functions within KUL's International Area Studies department, which has dedicated space for consultations, a public service desk, a reading room, study carrels, a multi-media seminar room,

TABLE D2: Funding for SPLAT	
Description	2017
Collections (Print)	\$185,008
Collections (electronic)	\$129,374
Salaries	\$139,460
Travel, equipment, supplies	\$6,850
Processing, preservation, services	\$214,074
Total	\$674,766

and offices for 6 faculty librarians, 2 professional staff, and 6-10 student workers. SPLAT Core staff includes one full-time faculty librarian, Betsaida Reyes, a program assistant, Mary Raple, and a student assistant. Reyes and Raple provide reference, instruction, and outreach services to the KU community and the general public. Reyes serves on the CLACS EC, works closely with Special Collections and Digital Initiatives, and is active in national conferences. She will co-organize the Digital Humanities Educator Workshop in YR 2.

E. Strength of Library: In 2015 the Association of Research Libraries ranked KU Libraries (KUL) 34th among all US public university libraries by collection size. KUL acquires materials for its Spanish, Portuguese, and Latin American collection (SPLAT) from 12 vendors across LA and Spain and provides access to a wide variety of general and region-specific databases.

E.1.a Strength of Holdings. *Print and Nonprint:* KUL houses over 4.9 million print volumes and millions of electronic articles, images, and media (**Table E1, p30**). The Central American Collection is ranked in the top 3 in the nation. The SMA collection includes Haitian paintings and sculpture donated by Mary Lou Vansant Hughes. Assessments confirm that KUL is the major source of faculty-cited sources. ***English and Foreign Language:*** We collect Spanish, English, Portuguese, and indigenous language materials on social sciences and literature, which support LCTL programs in Quechua, Kaqchikel, and Haitian Creole. Special collections include rare materials, with particular strengths in Central American documents and material related to the Paraguayan war. SPLAT has provided \$24,000 to digitize the next phase of the LAC content

in the World Newspaper micro-film collection, granting users access to 150 titles of newly digitized LAC S&P-language newspapers; 10% of the SPLAT budget goes to purchasing CR materials and to the LA Periodicals Tables of Contents database of LA serials.

Table E1: SPLAT Monographic/Serial Holdings at KUL 2018		
All SPLAT printed volume holdings	492,861 (9% of all holdings)	
All SPLAT periodical titles	12,924	
SPLAT subject-specific databases	15+	
Central American collection titles	157,000+	
Annual new monograph acquisitions	2,600+	
Spencer Museum of Art SPLAT holdings	2,500 works / 21 countries	
Languages		
Spanish	288,794	
Portuguese	39,029	
Other (e.g. Catalan, Kaqchikel, etc.)	1,394	
English, French, and German (estimate)	25,109	
Other materials in all languages	28,259	
Total	382,585	
Serials by language	Titles	Volumes
Spanish (not electronic)	9,403	50,417
Spanish (electronic)	2,399	n/a
Portuguese (not electronic)	1,212	8,038
Portuguese (electronic)	1,029	n/a

E.1.b Research Materials Access: *Clientele:* SPLAT staff have developed over 30 free, continually updated online research guides to aid students and faculty. These highlight key scholarly content available at KUL and through the Internet and were visited over 20,000 times last year. SPLAT staff have conducted an average of 20 sessions on information literacy and research skills to 227 U and G students per semester and research instruction classes to high school students and to Fulbright scholars during summer orientation programs; staff devoted over 210 hours to answering more than 350 subject-specific reference questions from students and faculty across campus. ***Reciprocal Access to Information:*** A net lender, KUL serves borrowers worldwide and offers local users outstanding Interlibrary Loan and Document Delivery services with a fill rate of 94% for KU patrons. KUL augments its local collection through cooperative arrangements with other regional universities. KUL and K-State University Libraries have preferred borrowing arrangements and shared storage space. KUL belongs to the Greater Western Library Alliance, a consortium of 33 central and western US research libraries, with preferred borrowing for members. As a member of the Center for Research Libraries, KUL can recommend valuable

primary sources for acquisition and users can access unique, foreign primary sources. KUL is a founding member of the Latin Americanist Research Resources Project consortium of libraries seeking to increase free and open access to information in support of learning and scholarship in LACS. KUL belongs to the Latin American Materials Project, which acquires, preserves, and maintains micro- form collections of unique, rare, and bulky LA research materials. In 2000, KU spearheaded the formation of the Midwestern Organization of Libraries for Latin American Studies Consortium. In 2009 KU became the nation’s first public university to pass a faculty-initiated open access policy, making faculty publications freely available online via KU ScholarWorks (**Table E2**). Journals@KU, which supports the publication of scholarly journals online, hosts *Latin American Theater Review* and *Biodiversity Informatics*, both edited by CLACS core faculty.

Table E2: KU Scholarworks and Journals@KU Open Access
<i>CLACS, S&P, and IHC contributions (since 2007):</i>
1,019 items
735,066 downloads
488,733 views
30+ countries
<i>Journals edited by CLACS core faculty (since 2015):</i>
1,849 articles
374,076 downloads

F. Non-language Instructional Program: F.1. Quality of Course Offerings: KU and CLACS prioritize top-quality instruction, research and experiential experience, and SA for U students. CLACS offerings emphasize interdisciplinary breadth and disciplinary depth (**Table F1, p34**). While CLACS courses cover all Latin American countries, KU possesses unique strengths in Central America, Brazil, Paraguay, the Andes, the Caribbean, and Mexico. Students from a variety of majors and G programs develop a LAC concentration with 9 or more SCH of LAC courses (**C.6-7, p20**). Strength in the history and cultures of indigenous peoples is pronounced, leading to SA programs that interact with indigenous LA communities and support partnerships with KU's Indigenous Studies Program (ISP) and Haskell, as well as complementing our proposed enhancement of LCTL instruction. G with LAC expertise frequently research conditions for indigenous peoples; recent CLACS travel and research award recipients have lived in a Miskitu community

in Nicaragua, examined the role of indigenous territories in rainforest conservation in CR, and studied indigenous subsistence in Honduras. ISP offers a G certificate and an 800 interdisciplinary G course with LA content, which is available to CLACS and students in S&P students; two S&P G students are enrolled in ISP 800 for Fall 2018. International experience for G and U students through SA is a top priority at KU. The Eastern Kansas and KU chapters of Engineers Without Borders have on-going projects in Bolivia and Guatemala that attract student collaboration. The School of Business offers programs including its Supply Chain Management program in Panama, which teaches about local cultures and ethnic groups while visiting and learning about companies shipping through the Panama Canal. Classes taught in English at UCR have included Business and Culture in CR, International Careers in CR, and Business Practices in LA for accounting students. Students can participate in Marine Biology in Roatan or the Sustainable Development Field School in Guatemala, both offered biannually. A popular annual winter SA takes students to CR as part of a travel writing course. Our proposed field schools and the Haitian SA would further expand this program and foster interest in LCTLs.

F.2 Interdisciplinary Courses for U and G: KU and CLACS are committed to interdisciplinary coursework. CLACS BA and MA requirements include explicitly interdisciplinary courses, staffed almost entirely by tenure-track faculty. Our interdisciplinary seminar for G students, LAA 701, fosters collaborative and interdisciplinary teaching and learning and is tailored to leverage the intellectual strengths of the KU faculty. LAA 701 offerings focus on a specific theme with multidisciplinary approaches; it is being redesigned for Fall 2018 to further emphasize interdisciplinarity, with a course “facilitator” and units taught by professors from anthropology, cultural studies, psychology, geography, ecology & evolutionary biology, business, and law. Our introductory course for the major, LAA 100: “LA Culture and Society,” typically cross-listed with HIST 124, introduces students to the

interdisciplinary study of the region and fulfills a KU Core requirement; it enrolled a total of 166 students in AY 2017-2018, up from 94 in AY 2016-2017. LAA 100 frequently serves as a path to other LAA (and cross-listed) courses—of the students who enrolled in LAA 100/HIST 124 in the years 2012-2017, 43 students went on to take at least 1 additional course in LAA (or cross-listed), and 25 students went on to take at least 2 additional LAA or cross-listed courses (that is, 3 LAA courses total or at least 9 SCH). LAA 300 “Interdisciplinary Themes in LACS” for CLACS majors and minors, explores key issues in the region from multiple disciplinary angles. CLACS also offers an interdisciplinary capstone course, LAA 450, to help majors integrate knowledge and methodologies. The options of co-majors, double majors, and concentrations further increase interdisciplinary opportunities.

F.3 Teaching Faculty/Pedagogy Training: a) Faculty: (Apx A): In 2015, KU hired Cecilia Menjivar, a sociologist studying gender and violence in Central America and Central American immigration to the US and a Carnegie Fellowship Recipient in 2017, as one of 12 Foundation Distinguished Professors. Other new CLACS Core faculty hires include Tim Hossler, School of Architecture and Design (working on *Looking for Havana*, the first book in a series on changing cities that examines how visual culture shapes ideas of place); Richard Glor in Ecology and Evolutionary Biology (biological diversity with emphasis on Hispaniola); Michael Orosco in SoE (bilingual special education); and Betsaida Reyes, our LAC librarian. Our School of Music features award-winning ethnomusicologist Ketty Wong and Mariana Farah, an expert on Brazilian choral music. In Film and Media Studies, Tamara Falicov’s work on film festivals in LA has enriched KU’s research profile and outreach efforts. History offers U and G courses on Central America, the Caribbean, Mexico, Brazil, and South America in addition to basic surveys of the region, all ably taught by Robert Schwaller (Colonial Latin American and Caribbean section

editor for *History Compass*), Gregory Cushman (recipient of a 2015 Carnegie Fellowship), Elizabeth Kuznesof, and Anton Rosenthal. Anthropologist Brent Metz, who will lead the Northern Triangle field school, has deep expertise in indigenous peoples of Central America, especially Guatemala, and has done collaborative work there with the School of Engineering and Engineers without Borders on water quality. Archaeologist John Hoopes focuses on pre-Columbian civilizations of the Americas and was recently visiting professor and Greenleaf Distinguished Chair in Latin American Studies at Tulane. Peter Herlihy, Geography, conducts research on indigenous peoples, conservation, and participatory mapping in CA. In Sociology, Mehrangiz Najafizadeh works on issues of women in the third world, especially CA. In Political Science, Gary Reich focuses on Brazil and Christina Bejarano specializes in Latino politics and relations with Mexico and CA. Melissa Birch in Business has expertise in international business strategy, trade, and regional integration in LA, while Chris Anderson in Business focuses on LA financial markets and real estate. Richard Spano in SW specializes in ethics and values as they impact social work practice and has led multiple SA comparative SW trips to CR (**B.1, p11; D.1, p21; G.3, p36**).

b) Pedagogy Training for Instructional Assistants: Pedagogy training is mandated for all KU teaching assistants prior to entering a classroom situation. This university-wide training is coordinated by the highly regarded CTE, which supports faculty and TAs through conferences, workshops, discussion forums, and instructional resources. In addition, KU departments provide discipline-specific training regarding departmental expectations, teaching techniques, and appropriate classroom behavior and assign faculty mentors for TAs and new assistant professors to consult on course development, pedagogy, and classroom procedures. Language TAs receive training in language pedagogy in S&P (**G.2, p36**), and the School of Languages, Literatures, and Cultures (SLLC) also provides training (**G.2-3, p36**). LACS is piloting a new mentoring/pedagogy system

through which a TA co-teaches a core LAA class with a faculty member in one semester, and

then teaches the same class as in-
structor of record (lecture/discussion
or online) in the following semester,
with on-going mentorship from the
faculty member. Our Center for
Online and Distance Learning
(CODL) assists with online course
developments, including guidance in
best practices for online pedagogies.

F.4. Disciplinary Depth. In addition
to CLACS-specific course offerings
and literature and culture courses in
S&P, History (ranked in the top 25 G
programs nationally) has particular
depth in LACS-focused courses. Dis-
ciplines such as Anthropology and
Geography offer LAC-specific
courses (generally on a rotating ba-
sis) including Indigenous Traditions
of Latin America, People and the
Rainforest, Indigenous Development
in Latin America, Geography of

TABLE F1: Breadth and Depth of Relevant Content Courses, AY 17-18 (A = LAC focus; B = some LAC content)					
DISCIPLINE	A	B	DISCIPLINE	A	B
Accounting (Bus. Sch.)	-	1	Indigenous Studies Program	1	-
African & African-American Studies	5	-	International Business (Bus. Sch.)	2	9
American Studies	-	9	Journalism (Sch. of Jo.)	-	2
Anthropology	1	8	Latin American Area Studies	19	-
Architecture (Sch. of Arch.)	-	2	Law (Sch. of Law)	-	9
Biology	-	1	Liberal Arts & Sciences	-	3
Curriculum & Teaching (Sch. of Ed.)	-	17	Linguistics	-	5
Dance	1	1	Management and Leadership (Bus. Sch.)	-	2
Economics	-	2	Marketing (Bus. Sch.)	-	5
Educational Leadership and Policy Studies (Sch. of Ed.)	-	2	Music (Sch. of Music)	1	1
English	3	7	Nursing (Sch. of Med.)	-	2
Environmental Studies	-	13	Peace and Conflict Studies	-	1
Finance (Sch. of Bus.)	-	1	Preventative Medicine (Sch. of Med.)	-	1
Film and Media Studies	1	5	Political Science	-	16
Geography	1	11	Portuguese / Brazilian Culture	3	-
Global & International Studies	-	26	Project Management (Sch. of Engr.)	-	1
Haitian Studies	1	-	Psychology	-	1
History	7	8	Social Welfare (Sch. of SW)	-	1
History of Art	-	1	Sociology	-	12
Honors	-	1	Spanish Literature, Culture	14	-
Humanities	1	3	Women, Gender & Sexuality Studies	-	1

Latin America, and Latin American Regions; disciplines such as Sociology, Environmental Studies, and Global and International Studies are especially strong in offering supporting courses on international/ global topics (**Table F1, p34**). Established offerings in International Business will be crucial for our online U certificate (**A.1, p2; C.2, p15**). The Business School has approved a minor and co-major in international business and will extend these degree options to non-Business students; those with a LACS focus will be able to co-major in international business. LACS-related content courses are offered in the Schools of Law, SW, SoE, and Music. CLACS U & G courses provide solid foundations by integrating methodologies from diverse disciplines. (**G.1, p35**).

G. Quality of Language Instructional Program: G.1 Language Instruction and Enrollment:

a) Language Instruction: KU and CLACS Language Programs provide elementary, intermediate, advanced intermediate, and advanced courses each year in Spanish, Portuguese, Haitian Creole, and Quechua (Kichwa) as well as Miskitu in a summer SA program. Spanish and Portuguese (S&P) are also offered at MA/PhD levels, with G-level instruction in Haitian Creole (HC).

Quechua has been offered each year on demand in small tutorials and we have launched a search to replace our Quechua lecturer, who retired in December 2017. KU's S&P ranks in the top quintile of US Spanish language and literature departments based on Academic Analytics' Scholarly Research Index (AAD 2016). *b) Student Enrollment:* The variety and depth of offerings in S&P attract robust enrollments at all levels (**C.6, p20**), while Quechua and HC have historically enrolled a smaller, targeted cohort (**Table G1, p36**). Elementary HC is fully online, and Level 2 Elementary HC online is in development. With a new U Francophone certificate in the Dept. of French, Italian and Francophone Studies, interest in HC is likely to increase, since students can take it to fulfill their language requirements.

G.2 Language Training Across Disciplines: Classes in

Spanish for the professions are offered through S&P and the professional schools—a class in basic Spanish for nurses is offered at the Nursing School, while the S&P offers “Spanish Language and Culture for Business,” developed with Title VI funding. We are requesting funds

Table G1: Language Courses and Enrollments, AY 2016-AY 2017				
	AY 2016		AY 2017	
	Course sections	Student #s	Course sections	Student #s
Spanish	171	2,662	179	2,947
Portuguese	11	63	10	71
Quechua	5	17	6	8
Haitian Creole	4	5	2	4
Miskitu	7	11	1	16

to develop this class, medical Spanish, and a new course in legal Spanish as fully online, distance-learning courses that would be cross-listed with the appropriate professional schools. LAA 332, “Language and Society in Latin America,” has been taught by Laura Herlihy with a focus on the Miskitu people of Nicaragua, including a unit on language instruction in basic Miskitu, a fully online version will be available in Spring 2019, and her summer program in Nicaragua includes 3 credit hours in Miskitu instruction. Under development is a pilot proposal for a Global Medical Humanities U Certificate Program, which would bring humanistic approaches to global health and medicine together with training in languages and cultures necessary to address global health challenges. A capstone course for the certificate will involve students developing content material for the *Community Tool Box*, which has already been translated entirely into Spanish (I.1.b, p49). Our existing strengths and multiple proposed and collaborative projects position us well to advance LAC languages across the KU curriculum.

G.3 Language Faculty Numbers and Training: *a) Language Faculty Numbers:* The S&P department includes 13 Tenured/Tenure Track (T/TT) faculty as well as 15 lecturers; roughly 60% of T/TT faculty in S&P are minority. KU has continued to invest in the department with the hires in the past five years of Rafael Acosta, A. Luciano Tosta, and Omaris Zamora; joining us in Fall 2018 is Araceli Masterson-Algar, whose research focuses on the construction of transnational

identities among Ecuadorian migrants in Madrid. S&P funds all of its Gs, with an average of 25 TAships/year over the last 4 years. In S&P faculty Antônio Simões, A. Luciano Tosta, 2 lecturers, and one TA teach Portuguese. Cecile Accilien teaches advanced HC, while Jowel Laguerre teaches HC introductory levels online. (See **G.2, p36** for Miskitu.) Nina Kinti-Moss, a native speaker from Ecuador, has taught 4 levels of Quechua and maintained a website (kechwa.ku.edu) on Quechua culture. She retired in December 2017 and we are conducting a search for Fall 2018. HC is offered at elementary, intermediate, and advanced levels and Quechua at advanced intermediate and advanced levels. **b) Exposure to Pedagogy Training:** All instructional staff new to the Spanish Language Program SLP (TAs and lecturers) participate in a one-week orientation in which they are introduced to the pedagogical approaches employed in the SLP. All new instructional staff complete a 3-credit-hour G seminar on Teaching Spanish in Institutions of Higher Learning (SPAN 801) during their first semester of teaching for the SLP. Upon successful completion of this seminar, students 1) demonstrate conceptual knowledge related to task-based, critical cultural content-driven & literacy-based approaches to FL teaching and learning that culminate in Integrated Performance Assessments (IPAs); 2) relate this knowledge to various classroom teaching and learning situations; 3) apply this knowledge in preparing course tasks; 4) navigate and apply established and emerging technologies to the course tasks; and 5) apply conceptual knowledge to reflect on one's teaching. All instructional staff in the SLP participate in a rigorous, iterative class observation program. Instructors must observe experienced instructors and their own peer group throughout their tenure. The director, Amy Rossomondo, observes new instructors mid-way through their first semester and again at the end; in subsequent semesters course coordinators observe TAs and lecturers with supervision from the director. Observations are followed by structured conversations that promote self-reflection to identify areas for im-

provement and to develop a plan of action. The director continues to work with instructors through practicums (SPAN 802) to develop their understanding of curricular design, formative and summative integrated performance assessment, and the integration of their own research areas into pedagogical materials that promote linguistic development and critical cultural literacy; this work culminates in the creation of learning modules that are included in the program's collaboratively created, open-access curriculum, *Acceso*, which has become a national resource connecting pedagogical and learning communities. *Acceso* deploys interactive, media-rich materials for students and broad support for instructors. Advanced PhD students in S&P have opportunities to teach at more advanced levels (major- and minor-level courses) and to collaborate with course coordinators to gain experience managing multi-sectioned courses and program-level assessment. Finally, TAs and lecturers complete annual self-evaluations, through which they reflect on their pedagogical development, their performance as members of our instructional team (including their student course evaluations) and any challenges they have experienced over the course of the academic year. S&P provides feedback on these and works with TAs on individual issues or reviews policies and procedures based on common areas identified; S&P has also developed workshops on technology use and explicit grammar instruction based on TA evaluations. The SLLC conducts peer evaluation and annual performance evaluations of language lecturers. TAs trained in the SLP have won university-wide teaching awards every year but two since 2009. Pedagogical training and professional development specifically geared toward language pedagogy is offered through SLLC (**G.3, p36**) and language faculty and TAs regularly engage current language pedagogy through conferences and workshops. In March, KU offered a "Gender Diversity and Inclusion in Foreign Language Classrooms" workshop. Accilien attended a 2-day Title VI Collaboration Haitian Creole Technology Training Workshop at Florida International

University in Spring 2017, focused on new video-based instructional tools for LCTLs and also exposure and training on some of the latest innovative apps for use in the task-based foreign language classroom. Training in general teaching pedagogy is provided through the CTE and the CODL. CTE offers regular lunch conversations as well as an annual TA orientation and pedagogy training conference and a Best Practices Institute—a week-long seminar by application. CODL offers assistance and guidance on best pedagogical practices in online and hybrid formats.

G.4 Quality Measures and Adequacy of Resources: a) *Performance-Based Instruction in*

Use or Under Development: CLACS is committed to the highest standards in pedagogical training for performance-based teaching. Rossomondo redesigned the first and second year Spanish language curriculum to focus on the development of communicative abilities, critical cultural literacy, and intercultural sensitivity. In collaboration with specialists in the EGARC, Rossomondo led the instructional staff of the SLP in the creation of a highly interactive digital learning environment for intermediate-level students of Spanish; the desired learning outcomes reflect the goal of developing foundational “transcultural and translingual competence” included in the MLA’s 2007 report on foreign languages in 21st-century higher education. S&P language students are evaluated using IPAs that incorporate cultural learning with the development of communicative abilities. In addition, SA is central to language study and provides on-the-ground, authentic opportunities for language practice. Both CLACS and S&P encourage majors to spend a semester in a Spanish or Portuguese-speaking country. Students often choose a KU program in CR, Brazil, or Argentina. KU regularly offers “Language and Culture” in Salvador, Brazil. **b) *Language Teaching and Practice Resources:*** In 2014, KU approved a plan to combine foreign language departments into a single SLLC within CLAS. This reorganization has supported the growth and strength of language and literature instruction—including LCTLs—

while providing new avenues for the integration of language instruction into professional and technical fields. The SLLC is home to the Critical Languages Consortium (CLC), which provides discussion of best practices in LCTL curriculum and classroom management; sharing of information from national organizations; student enrichment opportunities beyond the classroom; faculty development and initiatives; and on-site language teacher training workshops—for instance, a 4-day intensive ACTFL Oral Proficiency Interview (OPI) Assessment Workshop. SLLC faculty work collaboratively with EGARC and CODL to develop instructional materials. The SLLC develops social media and events, such as annual convocations to promote language-learning, and offers a G certificate in second-language studies (SLS). The work of CLACS is supported by EGARC, a unit founded in 1965 as the KU Language Laboratories that focuses on the integration of technology into foreign language study. In addition to housing a collection of some 14,000 items in more than 60 languages, the Center contains two active learning classrooms, a computer lab, a media-enhanced conference room, and a soundproofed recording studio. EGARC provides training in new instructional technologies through faculty workshops, class presentations, and online coursework in Computer Assisted Language Learning. In recent years EGARC has played a key logistical role in grant projects, serving as the administrative home for KU's Language Training Center grant and working as a named partner on six National Endowment for the Humanities grants; it is now applying to be designated a Language Resource Center. Among the most exciting developments in KU language instruction has been the creation of Open Educational Resources (OER) for the study of the languages of LA and the Caribbean (<https://languages.ku.edu/oer>). CLACS faculty have developed innovative open access online textbooks, reference materials, and media example collections that serve as national and interna-

tional language resources, enriching student learning worldwide and raising KU's profile in language pedagogy. EGARC has supported faculty in the creation of OER including *Acceso*, as well as *Imanalla*, a complete curriculum for introductory Quechua. *Acceso*, available at no cost to other institutions (<http://acceso.ku.edu/>) is nationally recognized as a model of research-informed, open-access language curriculum, having won the Computer Assisted Language Instruction Consortium's 2012 Access to Language Education Award. A current average of 17,000 individual users browses the site each week, 40% from LA countries where teachers and professors use its cultural, historical, and geographical sections for non-language instruction. The Universities of Utah, Louisiana State, and North Texas; Marquette University, Washburn University, and Davidson University; and Munster High School (Munster, IN) have made the platform the primary text for their courses, and more than 100 other institutions use modules to supplement a traditional textbook. The SLP's instructional team has created and collected open educational resources for elementary-level Spanish students on the site "El español en los Estados Unidos" (<http://egarc.dept.ku.edu/projects/span111/>), which offers materials that structure deep exploration of the role that Spanish and the variety of communities identifying culturally with the Spanish language play in US society. Antônio Simões has developed an open-access textbook for advanced learners of Brazilian Portuguese, *Baticum!* KU has applied for funding to create a Domestic U Flagship Program for Portuguese that would work in collaboration with the existing flagship program at the University of Georgia at Athens. For HC, KU has digitized Prof. Emeritus Bryant Freeman's reference works and teaching resources, including an online English-Creole dictionary, a medical dictionary, a medical phrasebook, a guide to survival in Creole, a handbook of Haitian folk medical beliefs, a conversation manual with audio examples, and an abridged version of Jacques Roumain's *Chita pa bay*. In the wake of Haiti's 2010 catastrophic

earthquake, the software company Ultralingua converted the medical phrasebook into a free iPhone app that quickly became the standard resource for foreign medical personnel in the relief effort. Funding through the library is supporting the development of an Open Access Textbook in HC, projected to be ready by Spring 2019. Cécile Accilien attended the Title VI training at Florida International University in April 2017 in which HC instructors from around the US met to discuss and collaborate on best practices. Nina Kinti-Moss has collaborated with EGARC, CODL, and G students to create a fully online, open access introductory Quechua course, an open introductory Quechua e-textbook, a series of Quechua stories with audio, and an online, open-access Quechua dictionary. Supplemental CLACS websites provide cultural and historical background for Quechua as well as Kaqchikel. Laura Herlihy has created online, open-access language resources for teaching Miskitu, including an operetta complete with songbook, transcriptions, and translations, for intermediate and advanced Miskitu levels, and a Miskitu language grammar and workbook designed to assist English speakers learning Miskitu in the field.

c) *Language Proficiency Requirements:* In SLP first-year courses, student IPAs are archived in a portfolio system that allows students to view and comment on each other's work. In second-year courses, oral exams and the capstone research project, which has both a written and oral component, provide evidence of student learning in the domains of interpersonal, interpretative, and presentational language use for the purpose of program evaluation. While the SLP does not administer OPIs due to expense and lack of articulation with overarching curricular goals, the program maps the results of internal assessment instruments onto the ACTFL scale. For Quechua (all levels), rubrics have been developed to assess learning outcomes and a series of speaking and writing assignments provides evidence of linguistic development.

H. Quality of Curriculum Design: The curriculum for CLACS majors/minors ensures language

proficiency, multi-disciplinary exposure, disciplinary depth and methodology, and opportunities for study and research abroad. Strengths include mutually supporting programs such as Environmental Studies, GIST, ISP, S&P, and SLLC support for language instruction (**Table F1, p34**).

H.1 Undergraduate Curriculum:

CLACS offers a recently redesigned, interdisciplinary U major (**Table H1; C.6, p20**) as well as a minor; we also significantly support other degree programs (GIST, S&P) with an emphasis on LACS or global studies.

We have been able to bring mean

time-to-degree for LACS majors down to 4.2 in the past two academic years from a mean of 4.7 for the previous 8 years. To help incoming UGs with the transition to college, CLACS has also created a small first year seminar, LAA 177, taught by experienced faculty focusing on different LAC topics. We plan to create and offer a 1-credit online course on careers in LACS that could be made available to students in related majors (S&P, GIST, ANTH) as well as CLACS. KU Core courses are required to assess learner outcomes and submit reports on these assessments to the University Academic Assessment Committee, along with plans for how to address any weaknesses detected. In addition, CLACS has implemented a multi-year plan for assessment of its major by 1) evaluating students' senior thesis (the final assignment of LAA 450) to track proficiency and mastery of interdisciplinary research and writing; 2) evaluating the degree to which our introductory course succeeds in teaching students how to distinguish between different disciplinary approaches to LAC and to articulate an interdisciplinary approach to a research

Table H1 New CLACS major requirements	
Core Requirements: <i>complete each of the following</i> (9 hrs):	9
LAA 100 Latin American Culture and Society LAA 300 Interdisciplinary Themes in Latin American Studies LAA 450 Capstone Course in Latin American Studies	
Disciplinary Breadth and Depth (24) A minimum of 24 hours (8 different courses) is required. Students must take 9 hours in each of two disciplinary groups (18 hours total). The remaining 6 hours can be taken in any disciplinary group. No more than 9 hours can be taken at the 100-200 level.	24
Disciplinary Groups: Anthropology; History; Spanish American Literature and Culture; Brazilian Literature and Culture; Music; Film; Arts; Geography and Environment; Politics, Society, Business and Economy; Transatlantic and Transnational; Latino/a and Caribbean Literature; Methodology and Theory (no more than 6)	
Total Non-Language (min)	33
Language Requirement: Intermediate-level language proficiency-- 4 semesters (12 SCH) <i>or equivalent</i> of Span, Port, Quechua, Miskitu, Haitian Creole, or other LAC LCTL	

question; and 3) in subsequent years we will expand this assessment to evaluate learning outcomes as students pass through the core sequence of the major (LAA 100, 300, 450). The new assessment regimen will help us further revise the structure and content of LAA 100 and tailor the instruction offered to students in LAA 300 and 450. Feedback could allow us to alter the structure of the major, including adding new core courses or further modifying the requirements.

H.2. Academic and Career Advising: CLACS provides close and careful advising. Director of G Studies Accilien monitors each student's progress and contacts them each semester to discuss course offerings and selections, thesis progression, etc. She works closely with Clare Thoman, the Shared Service Center G advisor dedicated to CLACS. In addition, Accilien and Caminero offer G professional development workshops throughout the year to help students gain skills important for both academic and non-academic careers, such as grant proposal writing and conference presentation. Each spring, a CLACS G student research symposium, timed to follow the CLACS G research presentation workshop, encourages students to present their field or classroom research results and receive feedback from faculty and peers. LAGO also hosts peer-symposia every academic year with CLACS support. CTE offers pedagogical training for all G students through a one-day mandatory orientation for new TAs and a variety of workshops and brownbag lunches throughout the year. This year, the ODE offered a series of workshops for G on handling difficult conversations in the classroom. Caminero was one of two organizers. Gs are closely mentored by their MA Advisors. Career advising is offered through the G Professional Development Office, recently added by CLAS, and through HCH's Applied Humanities Bootcamp, both of which provide support and resources for students to consider both academic and non-academic careers such as business, government service, and NGOs. U Director Rob Schwaller advises our majors and works closely with the CLACS U committee, Academic Advi-

sor Amy Schmidt, and U Coordinator Aron Muci to ensure course offerings are varied and available and that U make satisfactory progress toward their degrees. Muci meets with CLACS majors and LA student groups to discuss campus outreach and student needs. CLACS students participate in on-campus events such as “Career Day,” where representatives from government and private companies meet with students. KU Placement and University Career Center offers additional career advising. The new KU Adidas Leadership Scholars program for Pell-eligible or first-generation students offers support including a 4-year advisor and career coaches and peer mentoring.

H.3 Graduate Curriculum and Training: In response to student surveys, CLACS passed new MA requirements that preserve the degree’s interdisciplinary and flexible approach while providing more

Table H2: CLACS New MA Requirements Beginning 2018-2019, 30 G credit hours total	
Research Design: “Research Design in International Area Studies” (LAA 710)	3 cr
Area Content: At least 21 additional credit hours (7 courses) in LACS courses meeting the following requirements (which may overlap): <ul style="list-style-type: none"> • 12 hours 700-level or above • 12 hours <i>at least</i> 50% Latin American / Caribbean content • Courses from at least 2 separate disciplines • 9 hours “specialization cluster” designed to prepare the student for the thesis / comparative research paper. The specialization cluster may be in a topic, in a geographical area, in a particular discipline, etc., and is designed in consultation with the student’s advisor and approved by the DGS. 	21-24 cr
Language: Comprehensive proficiency in Spanish or Portuguese, including aural, speaking, reading, and writing ability. Completion of SPAN 424 and 428 or a G literature course constitutes comprehensive proficiency in Spanish. Comprehensive proficiency in Portuguese requires completion of a literature course at 500-level or greater.	
Final MA Project: 3-6 hours of Thesis Research and Writing (LAA 899)	3-6 hrs

depth, coherence, and methodological training (**Table H2**). Modeling our new degree on the process undertaken for KU’s new core requirements—that is, beginning with the outcomes we wanted—we restructured requirements to incorporate 1) research methods and inquiry 2) interdisciplinary breadth 3) disciplinary depth, and 4) an area of concentration or specialization. The revised requirements earned unanimous support from our G students who noted the degree’s increased coherence. We are assessing our G program by reviewing portfolios of papers throughout students’ G careers at KU in order to determine whether desired outcomes are being achieved and what changes need to be made. CLACS currently has 5 active MA students (60% are inter-

national students), with an average of 5.25 MA students (2014-2018). In 2017 we launched a new certificate in general LACS; we offer G certificates in CA, Mexican Studies, and Brazilian Studies. The CLACS MA provides deep specialization in LACS and increases expertise and workforce capacity (**Table C3, p19**); G students in S&P and GIST frequently focus on LAC studies and Gs in other degree programs have demonstrated substantial area interest (**C.6, p20**). Our proposal to increase educational exchanges and professional development in partnership with the SoE and SW will help meet the persistent demand for international, professional expertise on the region. CLACS fosters community among students doing LAC research and international LAC students through programming designed to build LAC knowledge.

H.4 Research and SA: Opportunities for G and U short- and long-term SA are plentiful; the OSA advises students on programs and financial aid opportunities, and CLACS supports SA with active institutional partnerships in 22 LAC countries. A significant number of students participate in SA in LAC countries—230 students in 2013-2014, 276 students in 2014-2015, 329 students in 2015-2016, and 291 in 2016-17. In addition to KU SA programs over the last five years in CR, Argentina, Cuba, Peru, Brazil, Panama, Guatemala, El Salvador, and Nicaragua, students have participated in a wide array of approved non-KU programs coordinated through OSA. Of the KU students who traveled to LAC since 2014, 11% to 15.7% annually were Pell Grant recipients and 8% to 12% were first-generation college students. Many KU departments have developed majors that encourage students to spend a semester studying at a foreign institution and developing their language abilities. Options include programs in Argentina, Brazil, CR, and Nicaragua. KU and the Federal University of Pernambuco signed an agreement to continue more projects in Brazil. CLACS has worked in partnership with Florida International University on SA for for Haitian Creole, with some KU students taking courses through summer intensive

language programs. CLACS faculty members have developed SA programs in LAC for G and U students in Architecture, Arts, Biology, Business, SoE, Engineering, Film and Media Studies, Geography, Health and Medical Professions, Journalism, Law, Special Education, and SW. CLACS faculty have led recent SA to Cuba in Business and Architecture and Design, and beginning in 2018, two CLACS faculty members (Architecture and Biology) will each lead a student research and study trip to Haiti. KU offers a program for TRIO (low-income, first-generation, or disabled) students to participate in a short-term CR SA, and is working to eliminate barriers to SA for low-income students. The Office of U Studies has secured a grant for Fall 2019 to fund passports for first-time applicants with high-need or Pell-eligible status. *a) Summer Language Programs:* S&P regularly offers summer classes in beginning and intermediate Spanish and in Spanish composition and grammar, phonetics, and Hispanic languages and cultures. Laura Herlihy's summer SA class (LAA 302/602) in Nicaragua, "Spoken Miskitu," includes intensive instruction in Miskitu. Our proposed Haiti SA would include a summer language component in HC (A.1, p2). CLACS financial SA awards support language programs abroad.

I. Outreach Activities: I.1 National and Regional Impact: CLACS outreach efforts center on the core mission of connecting campus, regional, national, and LAC communities to each other in the service of building knowledge and understanding of LAC societies and cultures. We have developed strong cooperative relationships with multiple LAC student groups to generate programming relevant to our student communities. We also partner with other academic and administrative units at KU—including American Studies, African and African American Studies, S&P, the Kansas African Studies Center, IHS, KUL, OMA, and the ODE—to create programming. We have funded outreach through grants from the National Endowment for the Arts (NEA), National Endowment for the Humanities (NEH), and American Libraries Association

that supported art exhibits, major lectures, and educator workshops, with CLACS typically extending grant-funded projects well beyond the grant period through supplemental institutional support. **a) Impact (Table C1, p16):** Assessment efforts and feedback help us to monitor the success of our outreach programming and to revise accordingly. CLACS uses Qualtrics, a web-based survey tool, to assess the impact of outreach initiatives for the general public and K-16 educators and students. Of respondents, 82% agree that knowledge related to Latin America and the Caribbean improves their academic success and/or career opportunities; 100% agree that our outreach programs raise important, thought-provoking research questions. **b) Faculty and Professional School Involvement:** KU faculty from CLAS, KUL, and the professional schools participate on a regular basis in outreach efforts (2.a), including our “Merienda” Speaker Series (informal lunch conversations about faculty research interests). Our 2017 conference “Paraguay at the Crossroads,” spearheaded by Birch (B.1, p11) and open to the public, drew on our connections with Paraguay to bring in international, multidisciplinary scholars to discuss the politics, gender relations, labor issues, land, energy, and indigenous peoples of Paraguay; faculty from 5 KS universities served as panel chairs and discussants. A small cohort of scholars on indigenous studies in Paraguay extended their stay to for a learning tour of indigenous peoples in the Kansas area, co-organized with ISP. For the past 15 years SW and UCR have had written agreements supporting beneficial relationships for both students and faculty. SW has sent students to do a cross-cultural comparison of service delivery systems for health care in CR vs. US and to attend a bilingual social work course at UCR and has hosted UCR School of Social Work faculty to explore and share research interests with KU faculty. For the past 12 years, SW has provided 10-12 student participants in its SC SA program per year with \$2,000 scholarships. Our proposal for a KU-UCR SW faculty exchange symposium in Y1 and Y2 two of the grant would build on and

expand this longstanding partnership. Faculty at the Center for Community Health and Development (CCHD), directed by Vincent Francisco (Applied Behavioral Science) and Jerry Schultz (Life Span Institute), collaborated on several projects related to LA. In one, CCHD, Michigan State University, and Universidad Peruano Cayetano Heredia received a 2-YR grant to evaluate the effects of coalition training on implementation of prevention coalition activities to combat abuse of drugs and alcohol in selected municipalities of Lima, Peru. In another, CCHD, a World Health Organization (WHO) Collaborating Centre for Community Health and Development, collaborated with the Pan American Health Organization (PAHO) to develop the PAHO Healthy Cities Action Toolkit, which provides guidance for taking action in promoting healthy cities in the Americas Region; a pilot test was done with El Salvador Ministry of Health with several municipalities of San Salvador, and the toolkit will be launched at a 2018 meeting in Cuba.

Caminero is a WHO Centre Fellow. The CCHD also developed the Community Tool Box (CTB) (<https://ctb.ku.edu/es>), a free, online resource for those working to build healthier communities and bring about social change, translated completely into Spanish. Online sessions with the CTB from LA account for approximately 18.5% of 7.5 million annual sessions worldwide. Building on past collaborations with colleagues from Peru and Venezuela, Schultz and Francisco have begun a project with the University of Texas and *colonias* on the border. **c) *Elementary and Secondary Schools:*** CLACS K-12 educator workshops for incorporating LACS content into classrooms (in accordance with state Board of Education standards) reach teachers in Kansas, Missouri and Nebraska. A recent project emerging out of a workshop was a request to match high school students in Washburn Rural High School (Topeka, KS) with “pen-pals” in CR as a means of practicing Spanish skills and learning about culture. In another, CLACS supports the LPL program *Cuentacuentos*, a 30-minute Spanish immersion event for children. CLACS

“Culture Trunks”—physical trunks comprised of LAC teacher resources, artifacts, literature, film, audio recordings, maps, and instruments—have been requested by K-14 schools in 9 states. Assessments confirm that trunks reinforce classroom knowledge and provide hands-on interaction. **d) Postsecondary Institutions:** CLACS is developing partnerships connecting KU faculty and students to MSIs and CCs. Faculty from JCCC and KCKCC serve on the CLACS Advisory Board; CLACS / Donnelly faculty speaker exchanges began in 2018 (**A.2, p3; Table A3, p2**). **e) Business, Media, Public:** Efforts include “Postcards from Abroad,” which broadcasts on Kansas Public Radio; web-accessible lecture videos; platforms such as KU News and social media; and a web-based weekly bulletin (**Table C1, p14**). “Big Read” events funded by an NEA grant included LACS community presentations, book discussions, film screenings, and a keynote lecture, all open to the public. Area businesses, including Repetition Coffee, Z’s Divine Coffee, and Ladybird Diner, have been generous co-sponsors. CLACS co-sponsors the KC Latin American Cinema Festival, which has screened films to 800 people between 2015-2017 and raised funds for Mexico earthquake victims.

J. FLAS Fellowships: J.1 Selection Plan and Response to Priorities: a) Advertising: ASCs work together to advertise FLAS fellowships. FLAS Coordinators maintain the FLAS website and social media pages; notify students, staff, and faculty through listservs that reach regional CCs and MSIs; host joint info-sessions in coordination with the KU OSA; participate in info-fairs for prospective students; and widely distribute promotional materials to CLAS, SLLC, OSA, and the Professional Schools. Announcements appear in the CLACS weekly newsletter, website, and social media pages. When FLAS is available, the FLAS Coordinator notifies LACS-affiliated faculty and visits all levels of LAC language classes at KU to encourage FLAS applications and will now visit relevant courses for the new certificate in Francophone Studies to

promote HC study. Information is also disseminated via OIP and GAP. Flyers are distributed to incoming freshman during summer orientation and to the Honors Program and the Office of First Year Experience, sent to language instructors of area high schools, CCs and MSIs, and distributed at outreach events. **b) Application:** Our KU FLAS fellowship website provides information about application instructions, requirements, and FAQs, and hosts an online, secure application portal for electronic submission;

those with limited access may also submit applications via email. **c) Criteria:** **Table J1.** Financial Need and LCTL Language (CPPs) are given absolute priority for meritorious applications. **d) The Selection Committee** consists of 4 faculty representing Social Sciences, Humanities, Natural Sciences, and Professional Schools. The Director serves as ex officio, ensuring priorities are met. **e) Timeline:** FLAS coordinators promote the competition in the fall; the online application portal goes live in Nov. with a joint FLAS information session. Applications are due in Feb. and students are notified in early April. We have followed the same process for 2017-18 but notified applicants that awards depend on FLAS funding.

TABLE J1: FLAS Selection Criteria	
<i>Full applications include: 1) statement of purpose; 2) resume/cv; 3) transcript; 4) 3 recommendations (including an evaluation of language proficiency).</i>	
1	Strength of applicant including GPA, statement of purpose expressing student goals, language ability / proficiency, and letters of recommendation
2	Potential contribution as expressed in application materials, e.g. areas of national need, such as Government, Armed Forces or Foreign Service, or working in LAC with international business, education, NGOs
3	Contributes to diversity of viewpoints and backgrounds, e.g. students from MSIs, CCs, first-generation college, and under-represented groups
4	Financial need as indicated by the student's FAFSA EFC. All meritorious applications with financial need are given first priority.
5	Language Funding is awarded only for learning Portuguese, Quechua, or other LCTLs, assuming a sufficient number of applications for LCTLs (native speakers cannot be funded for their native language).

K. CPPs: CLACS meets all NRC APs (AP1: diverse perspectives **A.2.a p3; A.2.b p5; A.2.d p.9;** national need **A.2.b p4-6; A.2.c p6-8; C.5 p20;** AP2: **A.2.b p3-4**). CLACS also meets all NRC and FLAS CPPs. **K.1.a. MSIs and CCs (Table A3, p2; A.2.b.VI-X, p5).** **K.1.b. Schools of Education (Table A3, p2; A.2.b.III, VI, p4; C.4, p16).** **K.2.a. Financial Need (J.1.c., p51; Table J1).** **K.2.b. LCTLs (J.1.c., p51; Table J1).**

Supplemental Information to Meet 602 (e) Statutory Requirements

Sec. 602(e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications:

1). An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

By its very nature, the Center for Latin American and Caribbean studies is about debating, understanding and weighing diverse perspectives and opinions on issues related to the region and the world; it is inherently interdisciplinary and international. CLACS activities (including courses, educator workshops, lectures, seminars, symposia, conferences, and study abroad programs) all aim to generate discussion and advance knowledge from diverse disciplinary perspectives and to stimulate rigorous debate on pressing questions related to Latin America and the Caribbean in an effort to find solutions to regional and global problems. KU Libraries collects tens of thousands of primary and secondary sources expressing a vast range of perspectives and viewpoints.

CLACS students, faculty, and staff come from many different backgrounds; by interacting with each other, they encounter a wide variety of viewpoints and perspectives that require engagement and consideration. CLACS curriculum necessitates engagement with the complexity of different viewpoints and disciplinary approaches, and Study Abroad provides direct encounters with an array of perspectives and worldviews. Curriculum and Study Abroad initiatives proposed for the 2018-2022 grant cycle will continue to emphasize exposure to and engagement with a spectrum of viewpoints.

Specific proposed activities for 2018-2022 will reflect a broad variety of perspectives and generate debate on world regions and international affairs through the following activities:

- We will coordinate with ASCs to offer a "Global Themes" speaker series and linked K-12 educator workshops, on controversial themes of global importance, including health, energy and the environment, creating strong communities, and informational technologies and access, which spur a broad spectrum of opinions and debate.
- We will promote debate on current research on LAC and present multiple viewpoints on relevant pressing topics by creating a virtual version of our "Merienda" speaker series for distance/teleconferencing, focusing on the theme "Global Debates in Area Studies," and bringing in virtual speakers from Latin America.
- We will host a Symposium, "The Long 1960s: Reassessing Global Legacies," exploring the aftermath and lingering impacts of colonialism/Soviet control and implications for foreign policy and international trade and commerce in order to present a spectrum of opinions and stimulate debate on these legacies.
- For students from Minority Serving Institutions and Community Colleges, we will organize a "Global Studies Symposium" and a "Mock OAS," both of which will present multiple perspectives and points of view on economy, development, politics, international affairs, foreign policy, health, and other issues.
- CLACS will coordinate with other Area Studies Centers and with the Schools of Education, Medicine, Pharmacy, Social Welfare, Law, Public Administration, Business, Engineering, Journalism, and the Biodiversity Institute, as well as with the Lied Center of Kansas and Spencer Museum of Art, on proposed programs to present a broad diversity of disciplinary, cultural, and policy-oriented perspectives.
- CLACS will ensure equal equitable access and treatment of underrepresented groups throughout identification, recruitment, and selection procedures as well as in providing program services. We will work with minority serving institutions and campus student groups to meet the needs of underrepresented students in our programming, by providing training for program personnel to promote sensitivity and to foster a supportive climate that encourages the success of all program participants, by making available appropriate services, technology, and materials to participants with disabilities, and by prioritizing financial need in our FLAS selection procedures.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

CLACS alumni feedback attests to our strong record in training students for careers in areas of national need. CLACS has produced professionals and scholars with strong area studies content and language expertise who make important contributions to the academy, government, NGO, and private industry. CLACS will further expand on this record of training language and culture specialists for government service and for careers in education, business, and nonprofit sectors through the following activities:

- CLACS will create fully online language classes in Spanish and in Portuguese (identified as a priority language by the Secretary) with particular professional focuses (e.g. medical, legal, business). These programs will encourage multidisciplinary expertise on global issues and provide professional development for services in areas of national need.
- CLACS will create an online degree certificate and online courses focusing on issues that address national needs: government, agriculture, business, education, social work, non-profit work, energy, sustainability, and international policy. CLACS will also create a hybrid 4+1 degree program to offer a streamlined pathway to a graduate credential in area studies, particularly useful for students who will go into the military or foreign service.
- FLAS Fellowship competitions will give a high priority to students with demonstrated economic need, to those who will continue on to advanced proficiency in the language, and to students who list areas of need in government service, education, business, and NGO-work as their career goals.
- CLACS will invite to campus representatives from firms that employ former FLAS fellows to strengthen job opportunities and create programs that respond to industry needs related to Latin America and the Caribbean and will hold annual information sessions and panels on international careers in U.S. Government Service.
- CLACS will encourage vital service by offsetting costs of a School of Education study abroad in Costa Rica, a Law School study abroad program to Mexico, and a service learning program to Haiti, in order to increase student access to these programs and to engage students with NGOs, aid agencies, schools, professionals in law and social work, and universities in Latin America.
- CLACS will continue to run career events that raise awareness of government, business, and NGO jobs among KU students. CLACS will continue to use email distribution lists and the Latin American Library's online jobs list to publicize career opportunities in government service, business, and NGOs. CLACS students will benefit from the "International Career Series" hosted by Global and International Studies, which includes alumni panels, sessions on government service, military service, and NGOs. This fall the series plans to include a speaker from the United Nations and an information session on the new KU Intelligence Community Center for Academic Excellence (ICCAE)'s online certificate in Intelligence & National Security Studies. At the Graduate level, career advising provided through the Graduate Professional Development Office and through the Hall Center for the Humanities' Applied Humanities Bootcamp both will provide support and resources for students to consider non-academic careers such as business, government service, and NGOs.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The University of Kansas Center for Research, Inc.
Center for Latin American and Caribbean Studies

Name/Title of Authorized Representative (Printed): Alicia M. Reed, Director, Research Administration
Telephone: 785-864-3441 E-mail: kucrpropmgmt@ku.edu

Signature:



Date:

12 June 2018

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APPENDIX A

CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES

CURRICULUM VITAE
AND POSITION DESCRIPTIONS

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

INDEX

GRANT-FUNDED POSITION DESCRIPTIONS

Position	Staff Distinction	Department	Status	% CLACS	Page
Assistant Professor in Indigenous Latin American Languages & Cultures	Faculty	Spanish & Portuguese	N/A	100%	5
Latin American Indigenous Language Lecturer	Staff	CLACS	N/A	25%	6
Lecturer in Latin American & Caribbean Studies (Online)	Staff	CLACS	N/A	25%	7
Graduate Teaching Assistant, Online Course Development	Student Staff	CLACS	N/A	50%	8
Outreach & Communications Assistant	Student Staff	CLACS	N/A	22%	9
Conference Program Assistant	Student Staff	CLACS	N/A	25%	10

CLACS AFFILIATED FACULTY

Faculty / Staff Member	Title	Department	Status	% CLACS	Page
Caminero-Santangelo, Marta	Professor; CLACS Director	English	Tenured	100%	11
Accilien, Cécile	Associate Professor; CLACS Associate Director	African & African American Studies	Tenured	90%	12
Acosta, Rafael	Assistant Professor	Spanish & Portuguese	Tenure-Track	100%	13
Adams, Glenn	Associate Professor	Psychology & Applied Behavioral Science	Tenured	15%	13
Anatol, Giselle Liza	Professor	English	Tenured	70%	14
Anderson, Christopher	Professor	Business	Tenured	50%	14
Arias, Santa	Professor; Chair	Spanish & Portuguese	Tenured	100%	15
Asiedu, Elizabeth	Professor	Economics	Tenured	15%	15
Augelli, Bob	Associate Professor	Business	N/A	100%	16
Baker, Tamara	Professor	Psychology & Applied Behavioral Science	Tenured	25%	16
Bankart, Charles A.S.	Associate Vice Provost, International Affairs; Courtesy Assistant Professor	Provost Office; Educational Leadership & Policy Studies	N/A	10%	17
Barnett, Barbara	Professor (Lee Young)	Journalism	Tenured	100%	17
Basket, Michael	Associate Professor; Chair	Film & Media Studies	Tenured	15%	18
Bayliss, Robert	Associate Professor	Spanish & Portuguese	Tenured	25%	18
Bejarano, Christina	Associate Professor	Political Science	Tenured	25%	19
Birch, Melissa	Associate Professor	Business	Tenured	90%	19
Brown, J Christopher	Professor	Geography & Atmospheric Science	Tenured	85%	20
Brunsell, Nathaniel	Associate Professor	Geography & Atmospheric Science	Tenured	15%	20
Chappell, Ben	Associate Professor	American Studies	Tenured	25%	21
Corteguera, Luis	Professor	History	Tenured	25%	21

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

Faculty / Staff Member	Title	Department	Status	% CLACS	Page
Crawford, Michael	Professor	Anthropology	Tenured	25%	22
Cushman, Gregory	Associate Professor	History	Tenured	100%	22
Day, Stuart	Professor	Spanish & Portuguese	Tenured	90%	23
Dean, Bartholomew	Associate Professor	Anthropology	Tenured	100%	23
Díaz, René	Professor	Architecture	Tenured	15%	24
Dobson, Jerome	Professor	Geography & Atmospheric Science	Tenured	25%	24
Eldredge, Charles	Distinguished Professor	History of Art	Tenured	15%	25
Falicov, Tamara	Professor	Film & Media Studies	Tenured	90%	25
Fawcett, Stephen	Distinguished Professor	Psychology & Applied Behavioral Science	Tenured	25%	26
Fitzgerald, Stephanie	Associate Professor	English	Tenured	15%	26
Flores, Rubén	Associate Professor	American Studies	Tenured	50%	27
Francisco, Vincent	Distinguished Professor	Applied Behavioral Sci.	Tenured	15%	27
Freeman, Joshua	Professor; Chair	Family Medicine	Tenured	15%	28
Garibotto, Verónica	Associate Professor	Spanish & Portuguese	Tenured	100%	28
Glor, Richard	Associate Professor	Ecology & Evolutionary Biology	Tenured	25%	29
Gonzalez, Victor	Program Assistant; Lecturer	Biology	N/A	80%	29
Gonzalez-Bueno, Manuela	Associate Professor	Curriculum & Teaching	Tenured	50%	30
Gottlieb, David	Professor	Law	Tenured	15%	30
Graham, Maryemma	Distinguished Professor	English	Tenured	25%	31
Hayes, Michelle Heffner	Professor; Chair	Dance	Tenured	50%	31
Head, John	Distinguished Professor	Law	Tenured	15%	32
Herlihy, Laura	Lecturer	Latin American & Caribbean Studies	N/A	100%	32
Herlihy, Peter	Professor	Geography & Atmospheric Science	Tenured	100%	33
Hicks, Vicki	Clinical Associate Professor	Nursing	Tenured	15%	33
Holt, Christina	Associate Director	Community Tool Box Services; Work Group for Community Health and Development	N/A	25%	34
Hoopes, John	Professor	Anthropology	Tenured	100%	34
Hossler, Tim	Associate Professor	Design	Tenure- Track	100%	35
Iwata, Shigeru	Professor	Economics	Tenured	25%	35
Jahanbani, Sheyda	Associate Professor	History	Tenured	15%	36
Jamieson, Margaret	Assistant Professor	Film & Media Studies	Tenure- Track	20%	36
Janzen, Marike	Assistant Professor	Humanities & Western Civilization	Tenure- Track	25%	37
Jelks, Randal	Associate Professor	American Studies	Tenured	15%	37
Johnson, Jay	Associate Professor	Geography & Atmospheric Science	Tenured	25%	38
Johnson, William	Professor	Geography & Atmospheric Science	Tenured	25%	38
Kennedy, John	Associate Professor	Political Science	Tenured	10%	39
Kim, Joo Ok	Assistant Professor	American Studies	Tenured	90%	39

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

Faculty / Staff Member	Title	Department	Status	% CLACS	Page
Kuznesof, Elizabeth	Professor	History	Tenured	100%	40
Laird, Paul	Professor	Music	Tenured	15%	40
MacGonagle, Elizabeth	Associate Professor; KASC Director	History	Tenured	5%	41
Manning, Patricia	Professor	Spanish & Portuguese	Tenured	25%	41
Markham, Paul	Associate Professor	Curriculum & Teaching	Tenured	15%	42
Martinez, Jose	Assistant Professor	Special Education	Tenured	15%	42
Mayhew, Jonathan	Professor	Spanish & Portuguese	Tenured	25%	43
McCrea, Judith	Professor	Visual Art	Tenured	50%	43
Menjivar, Cecilia	Foundation Distinguished Professor	Sociology	Tenured	100%	44
Mesick, Cassandra	Curator, Global & Indigenous Art	Spencer Museum of Art	N/A	50%	44
Metz, Brent	Associate Professor	Anthropology	Tenured	100%	45
Mihesuah, Devon	Professor	Humanities & Western Civilization	Tenured	100%	45
Moreno, James	Assistant Professor	Dance	Tenure- Track	15%	46
Nagel, Joane	Distinguished Professor	Sociology	Tenured	15%	46
Najafizadeh, Mehrangiz	Associate Professor	Sociology	Tenured	40%	47
Ng, Jennifer	Associate Professor	Educational Leadership & Policy Studies	Tenured	15%	47
Obadare, Ebenezer B.	Professor	Sociology	Tenured	5%	48
Omelicheva, Mariya	Associate Professor	Political Science	Tenured	15%	48
Orosco, Michael	Associate Professor	Special Education	Tenured	25%	49
Perreira, Christopher M.	Assistant Professor	American Studies	Tenure- Track	100%	49
Persley, Nicole Hodges	Associate Professor	Theatre	Tenured	10%	50
Peter, Lizette	Associate Professor	Curriculum & Teaching	Tenured	25%	50
Peterson, A. Townsend	Distinguished Professor	Ecology & Evolutionary Biology	Tenured	75%	51
Phillips, Alee S.	Lecturer; Associate Director of the Masters of Accounting	Business	N/A	20%	51
Pierotti, Raymond	Associate Professor	Ecology & Evolutionary Biology	Tenured	15%	52
Pollock, DAVIS	Lecturer	Spanish & Portuguese	N/A	100%	52
Pye, Clifton	Associate Professor	Linguistics	Tenured	50%	53
Rabbani, Martha	Lecturer	Humanities & Western Civilization	Tenured	75%	53
Ramirez, Mariana	Clinical Social Worker; Director of Juntos	KU Preventative Medicine and Public Health	N/A	100%	54
Reich, Gary	Associate Professor	Political Science	Tenured	100%	54
Reyes, Betsaida	Assistant Librarian	KU Libraries, Portuguese, Latin American and Caribbean Studies	Tenure- Track	100%	55
Richter, Kimber	Professor	Preventative Medicine & Public Health	Tenured	50%	55
Rivera, Isidro	Associate Professor	Spanish & Portuguese	Tenured	25%	56
Rosenblum, Brian	Director, Institute for Digital Research in the Humanities	KU Libraries, Institute for Digital Research in the Humanities	Tenured	15%	56

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

Faculty / Staff Member	Title	Department	Status	% CLACS	Page
Rosenthal, Anton	Associate Professor	History	Tenured	85%	57
Rossomondo, Amy	Associate Professor	Spanish & Portuguese	Tenured	100%	57
Schultz, Jerry	Co-director, Center for Community Health and Development	Life-Span Institute	N/A	50%	58
Schwaller, Robert	Associate Professor	History	Tenured	90%	58
Schwartz, Roberta	Associate Professor	Music	Tenured	15%	59
Simões, Antônio	Associate Professor	Spanish & Portuguese	Tenured	100%	59
Sóberon, Jorge	Professor; Senior Scientist	Ecology & Evolutionary Biology; Biodiversity Institute	Tenured	100%	60
de Sousa, Geraldo	Professor	English	Tenured	15%	60
Spano, Richard Niles	Associate Professor	Social Welfare	Tenured	15%	61
Sturm, Belinda	Associate Professor	Civil, Environmental, Architectural, Engineering	Tenured	15%	61
Swann, Michael	Associate Professor	Architecture, Design & Planning	Tenured	25%	62
Thomas, M'Balia	Associate Professor	Curriculum & Teaching	Tenure-Track	25%	62
Torrance, Andrew	Professor	Law	Tenured	15%	63
Tosta, A Luciano	Associate Professor	Spanish & Portuguese	Tenured	90%	63
Twombly, Susan	Professor; Chair	Educational Leadership & Policy Studies	Tenured	50%	64
Velasco, María	Associate Professor	Visual Art	Tenured	50%	64
Versteeg, Margot	Associate Professor	Spanish & Portuguese	Tenured	25%	65
Vicente, Marta	Associate Professor	History	Tenured	25%	65
Winerock, Jack	Professor	Music	Tenured	25%	66
Wong-Cruz, Ketty	Associate Professor	Music	Tenured	75%	66
Yuille, Lua Kamal	Associate Professor	Law	Tenured	20%	67
Zamora, Omaris	Associate Professor	Spanish & Portuguese	Tenure-Track	85%	67
Zogry, Michael	Associate Professor	Religious Studies	Tenured	25%	68

CLACS AFFILIATED STAFF

Faculty / Staff Member	Title	Department	Status	% CLACS	Page
Baker, Debra	Accounting Specialist	College & Professional Schools Shared Service Center	N/A	25%	69
Muci, Aron	CLACS Outreach Coordinator; Undergraduate Coordinator; Communications Coordinator, Spanish & Portuguese	CLACS; Spanish & Portuguese	N/A	75%	69
Stuart, Darra	CLACS Administrative Assistant; CREES Administrative Assistant	CLACS; CREES	N/A	50%	70
Torres, Stefanie	CLACS Communications Coordinator; Lecturer	CLACS; English	N/A	25%	70

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

POSITION DESCRIPTIONS

University of Kansas Center for Latin American and Caribbean Studies

Assistant Professor in Indigenous Latin American Languages & Cultures

1.0 FTE

Position Overview:

The University of Kansas seeks an Assistant Professor in Indigenous Latin American Languages & Cultures. This position is a full-time, academic year appointment in the Department of Spanish and Portuguese. The successful candidate must have fluency in at least one indigenous language of Latin America as well as in Spanish or Portuguese. The faculty member will participate in the teaching mission of the Department of Spanish and Portuguese, including teaching established courses at the undergraduate and graduate levels; conduct research in Latin American Literary and Cultural Studies leading to publication in appropriate publication outlets; and engage in unit, College, University, and national service. Ph.D. in Spanish or related field is expected by the start date of appointment.

We are interested in applicants committed to transdisciplinary, hemispherical, and/or transatlantic perspectives in teaching and scholarship. The successful candidate for the position must be eligible to work in the U.S. prior to the start of the position.

The University of Kansas is especially interested in hiring faculty members who can contribute to the climate of diversity in the College of Liberal Arts and Sciences and key campus-wide strategic initiatives: to four key campus-wide strategic initiatives: Sustaining the Planet, Powering the World; Building Communities, Expanding Opportunities; Harnessing Information, Multiplying Knowledge.

Duties:

- 40% Teach established courses at the undergraduate and graduate levels.
- 40% Conduct research in Latin American Literary and Cultural Studies leading to publication in appropriate publication outlets
- 20% Engage in unit, College, University, and national service.

Required Qualifications:

Evaluation of the following requirements will be made through (1) descriptions of educational and professional experience in letter of application, (2) record of accomplishments and productivity addressed in CV and (3) information provided from professional references

1. Ph.D. in Spanish or related discipline is expected by the start date of appointment (August 18, 2018).
2. Field of academic specialization: Indigenous Studies
3. Native or near native ability in Spanish **and** in an indigenous language of Latin America
4. Knowledge of, ability, and interest to teach all levels of Spanish language, literatures and cultures of the Hispanic world, as well as all levels of indigenous language and courses related to indigenous peoples and cultures of Latin America
5. Demonstrated ability to teach language courses and advanced courses in specialty as evidenced in application materials.
6. Demonstrated commitment to excellence in research as evidenced by graduate coursework, dissertation research, publications, and/or externally funded research grants.
7. Proven commitment to academic service.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

University of Kansas Center for Latin American and Caribbean Studies

Latin American Indigenous Language Lecturer

.25 FTE

Position Overview:

This is a .25 FTE lecturer position to teach language classes in a less-commonly-taught indigenous Latin American language (e.g. Position One: Kaqchikel; Position Two: K'iche' Maya; Position Three: Guaraní; Position Four: Tlapanec or Bri Bri). The position requires the lecturer to teach beginning, intermediate, and advanced languages in small tutorial classes (<5 students) and to develop the classes into fully online offerings for future semesters. The candidate must also demonstrate the ability to teach cultural context as part of the language courses. The appointment may increase in future years as student demand warrants.

Duties:

100% Teach small undergraduate tutorial courses per semester in language and culture.

- Develop fully online language courses and course materials.
- Develop assignments, administer tests, evaluate student work, provide feedback to students, and assign grades.
- Hold regular office hours for students involved in classes taught. A minimum of three posted office hours each week is required. These office hours should be divided over at least two different weekdays.
- Be available for reasonable scheduling of appointments if a student cannot meet during scheduled office hours.
- Develop language courses into online courses with the assistance and support of the Center for Online and Distance Learning.

Required Qualifications for Language Courses:

Application materials including letter of application and resume / CV must give evidence of required qualifications

1. Master's level degree in the language being taught, **OR** PhD degree in relevant area with research / field experience in the language, **OR** two years of experience teaching the language at a post-secondary level
2. Demonstrated fluency in language being taught
3. Demonstrable knowledge of the culture where the specific language is primarily used

Preferred Qualifications:

1. Native command of the language
2. Record of strong college or relevant K-12 teaching experience
3. Experience with instructional technology

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

University of Kansas Center for Latin American and Caribbean Studies

Lecturer in Latin American & Caribbean Studies (Online)

.25 FTE

Position Overview:

This is a .25 time lecturer position to develop online courses in Latin American and Caribbean studies in the first year (four courses) and to teach 2 courses online per year in following years. Courses will include study of business, medical practices, trade, agriculture, foreign policy, international relations, and other areas of interest to working professionals and students seeking careers related to Latin America and the Caribbean. The candidate must demonstrate the ability to teach cultural context. The appointment may increase in future years as student demand and budget allow.

Duties:

25% (100% in first year)--Develop fully online Latin American and Caribbean Studies courses and course materials.

- Develop assignments, syllabi, and online active learning activities for four courses.
- Work with the Center for Online and Distance Learning on best pedagogical practices for online courses.

75%-- (100% in years 2-4) Teach two courses online per year (one per semester)

- Administer tests, evaluate student work, provide feedback to students, and assign grades.
- Hold regular office hours (including virtual office hours) for students involved in classes taught. A minimum of three posted office hours each week is required. These office hours should be divided over at least two different weekdays.
- Be available for reasonable scheduling of appointments if a student cannot meet during scheduled office hours.

Required Qualifications:

1. Master's level degree in field related to Latin American and Caribbean Studies
2. Demonstrable knowledge of the cultures taught
3. Prior teaching experience
4. Experience with instructional technology

Preferred Qualifications:

1. PhD in relevant field / area
2. Record of strong college teaching experience
3. Prior experience related to online course / curriculum development and/or teaching

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

University of Kansas Center for Latin American and Caribbean Studies

Graduate Teaching Assistant, Online Course Development

.50 FTE

Position Overview:

This is a Graduate Teaching Assistantship at .50 FTE. Student must be enrolled full-time in a graduate degree program at the University of Kansas. The student's field / area of concentration must be related to Latin American and Caribbean Studies. Tuition and a portion of campus fees are proportionally waived for GTAs based on the percentage of appointment. For a half-time appointment (.50 FTE), 100% of tuition and 50% of campus fees are waived. In addition, students will also qualify for optional group health insurance, towards which the University will pay a subsidy. Further information regarding the ongoing conditions of appointment is specified in the GTA Memorandum of Agreement.

Duties:

- Assist faculty with online development of undergraduate LAA courses with the assistance and support of the Center for Online and Distance Learning.
- Teach online courses (max 2 per semester, or less if involved in online course development).
- Develop assignments, administer tests, evaluate student work, provide feedback to students, and assign grades.
- Hold regular office hours for students involved in classes taught. A minimum of three posted office hours each week is required. These office hours should be divided over at least two different weekdays.
- Be available for reasonable scheduling of appointments if a student cannot meet during scheduled office hours.
- Attend all orientation and training activities related to graduate teaching assistants.

Required Qualifications:

Application materials, including letter of application and resume, must give evidence of required qualifications

1. Bachelor's degree
2. Enrolled full-time in a graduate program at KU
3. Field of specialization closely related to Latin American and Caribbean Studies

Preferred Qualifications:

1. Teaching experience
2. Experience with course / curriculum development

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

University of Kansas Center for Latin American and Caribbean Studies

Outreach & Communications Assistant

22% FTE

Position Overview and Conditions:

This is a Graduate Student Staff position at .22 FTE focused on LAC area studies. Student must be enrolled full-time in a graduate degree program at the University of Kansas.

Duties:

50% Communications:

- Organize and coordinate CLACS communications for KU, Lawrence, and alumni communities
- Aid in design, production, and distribution of flyers, press releases, and other promotional material for regular and special events
- Maintain the Center's visibility and profile in social media through announcement of events and competition and follow-up about outcomes
- Update and maintain Center's website with new opportunities and upcoming competition deadlines as needed

40% Program Support:

- Working closely and cooperatively with the Outreach Coordinator, Communications Coordinator, and Office Manager, support the planning and coordination of programs and events such as annual conferences, educator workshops, symposia, and World Languages Day
- Carry out communication / promotion to area colleges about CLACS NRC –funded opportunities (e.g. Study Abroad development stipends, Online certificate)

10% Miscellaneous CLACS Support:

- Miscellaneous responsibilities in support of CLACS activities, working in cooperation with CLACS staff team

Required Qualifications:

Application materials, including letter of application and resume, must give evidence of required qualifications

1. Enrolled in a graduate program at University of Kansas
2. Academic emphasis on Latin America, the Caribbean, or Latinx people in the US
3. Experience producing promotional materials and communications
4. Experience planning special events for groups, organizations, or businesses
5. Experience working with newsletter, magazine, or journal publishing or closely related area
6. Proficiency in social media platforms (Facebook, Twitter, Instagram, etc.)
7. Commitment to diversity as evidenced by work, educational, or organizational involvement / experience

Preferred Qualifications:

1. Excellent organizational and communication skills
2. Ability to work independently in a fast-paced environment and to organize, plan, and execute events
3. Experience with fund raising, grant writing, and /or development
4. Strong interpersonal skills and ability to reach out to multiple constituencies (e.g. student groups, community organizations, alumni)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

University of Kansas Center for Latin American and Caribbean Studies

Conference Program Assistant

.25 FTE

Position Overview:

This is a temporary Student Staff position at .25 FTE. Student must be enrolled full-time at the University of Kansas.

Duties:

50% Event Planning:

- Working closely and cooperatively with the Outreach Coordinator, Communications Coordinator, and Office Manager, support the planning, coordination, and execution of national conference

50% Editorial:

- Contact conference participants about including their papers in online proceedings
- Gather and edit contributions
- Update and maintain conference website with proceedings

Required Qualifications:

Application materials, including letter of application and resume, must give evidence of required qualifications:

1. Strong writing skills and attention to detail
2. Prior experience with organizing events or large groups

Preferred Qualifications:

1. Excellent organizational and communication skills
2. Ability to work independently in a fast-paced environment and to organize, plan, and execute events
3. Strong interpersonal skills and ability to reach out to multiple constituencies (e.g. student groups, community organizations, alumni)
4. Commitment to diversity
5. Ability to support web design and design of promotional materials
6. Proficiency in Microsoft Office Suite (Word, Outlook, PowerPoint, etc.)
7. Proficiency in social media platforms (Facebook, Twitter, Instagram, etc.)
8. Academic emphasis on Latin America, the Caribbean, or Latinx people in the US
9. Some proficiency in Spanish language, as evidenced by application materials
10. Proficiency in Drupal, Wordpress, or other content-management systems
11. Eligibility for federal work study

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

CLACS AFFILIATED FACULTY

Language proficiency: Scale of 1 (Reading Level) to 5 (native fluency)

NAME: MARTA CAMINERO-SANTANGELO (core)

Appointed: 1997

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of English, Tenured

Education: Ph.D., English, June 1995, University of California, Irvine, CA

Overseas Experience: Cuba; Mexico; Costa Rica; Dominican Republic; Guatemala

Language(s) and Language Proficiency (scale): Spanish (4); French (2)

Area/International Studies Courses Taught: Literature of Social Justice; U.S. Latina Writers; 20th-Century Legacy of the Slave Narrative; Introduction to U.S. Latino/a Literature; U.S. Contemporary Latina Writers; Latino/a and Latin American Literature of Repression, Dictatorship, and Testimony; Latin American and Latinx Literature of Trauma and Testimony

Research and Teaching Specialization: U.S. Latinx narrative; Latinx / Latin American literature of trauma and testimony; literature of immigration; 20th-century American women's literature; African-American narrative; critical theories of race and ethnicity; feminist criticism

Number of Recent Publications: 1 book; 6 book chapters

Recent Publication and Scholarly Works:

- "From Human Rights to Social Justice: Literature and the Struggle for a Better World." In *A Companion to World Literature*. Forthcoming from Wiley-Blackwell.
- "Making a Place: Life Narratives of Undocumented Youth." In *The Immigrant Experience. Critical Insights Series*. Ed. Maryse Jayasuriya. Ipswich, Mass: Grey House Publishing / Salem Press, 2018.
- *Documenting the Undocumented: Latina/o Narrative and Social Justice in the Era of Operation Gatekeeper*. Gainesville: University Press of Florida, 2016; paperback 2017.
- "DREAMers: Youth and Migration / American DREAMers and Mexico." In *Modern Mexican Culture*. Ed. Stuart A. Day. Tucson: University of Arizona Press, 2017.
- "Historias Transfronterizas: Contemporary U.S. Latino Literature of Migration." *Cambridge Companion to Latino/a Literature*. New York: Cambridge Univ Press, 2016.
- "The New Sanctuary Movement." In *Oxford Encyclopedia of Latinos and Latinas in Contemporary Politics, Law and Social Movements*. Oxford: Oxford UP, 2015.
- "The Voice of the Voiceless: Religious Rhetoric, Undocumented Immigrants, and the New Sanctuary Movement in the United States." In *Sanctuary Practices in International Perspectives: Migration, Citizenship and Social Movements*. New York: Routledge, 2012.
- *On Latinidad: US Latino Literature and the Construction of Ethnicity*. Gainesville: University Press of Florida, 2007
- "Contesting the Boundaries of 'Exile' Latino/a Literature." In *Twayne Companion to Contemporary World Literature*. New York, NY: Twayne; Thomson Gale, 2003.
- *The Madwoman Can't Speak: Or Why Insanity Is Not Subversive*. Ithaca, NY: Cornell University Press, 1998.

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 17

Distinctions and Awards: Mabel Fry Teaching Award, Department of English (2018); Frances L. Stiefel Professorship, Department of English, University of Kansas (Summer 2015 - Summer 2017); Smithsonian Institution Research Fellowship (2009-2010)

Service: Center for Teaching Excellence Faculty Fellow, CLAS Office of Diversity & Equity (2016-2018); Co-facilitator of KU Diversity Scholars Program; Advisory Board Member, *Latino Studies* (2010-2015); Editorial Advisory Board, *Latino Issues Today* (2009-2011); Member, ENCASA (Emergency Network of Cuban American Scholars and Artists (2006-2009); founder of KU Latina/o Studies Minor in American Studies (2008).

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CÉCILE ACCILIE (core)

Appointed: 2015

Percent of Time Dedicated to CLACS Area Studies: 90%

Department and Tenure Status: African/African American Studies, Tenured

Education: Ph.D., French, 2002, Tulane University, New Orleans, LA

Overseas Experience: Belgium; Burkina Faso; Guadeloupe, Haiti; Martinique; France; Senegal

Language(s) and Language Proficiency (scale): Spanish (3); French (5); Haitian Creole (5)

Area/International Studies Courses Taught: Haiti: Culture and Identity; Cuba in the Americas; An Island Divided: Haiti and the Dominican Republic; Introduction to Africa; Gender Identity: Africa and Diaspora; Advanced Haitian Studies; Caribbean Women Writers in Translation; Caribbean Women & Exile

Research and Teaching Specialization: Haitian Studies; Francophone Studies (Caribbean, Sub-Saharan Africa, Louisiana); Women's Studies; African Diaspora Studies; Film Studies; Interdisciplinary Studies

Number of Recent Publications: 1 book; 1 book chapter

Recent Publication and Scholarly Works:

- “*Haiti and the Dominican Republic: Teaching about the Un/Friendly Neighbors of Hispaniola* [Racialized Visions: Haiti and the Hispanic Caribbean]. [Under review with Southern Illinois Press]
- “Haitian Art and Religion,” in Cécile Accilien & Valérie K. Orlando, *Teaching Haiti Beyond Literature: Intersectionalities of History, Literature and Culture* (under contract with University Press of Florida, forthcoming in 2019)
- “Islands Without Borders: Teaching the Caribbean across Languages and Cultures,” (with Anne François) in Valérie K. Orlando & S. Messinger Cypess (Eds.), *Reimagining the Caribbean: Conversations among the Creole, English, French and Spanish Caribbean*. Lanham, MD: Lexington Books, 2014.
- Accilien, Cécile, & François, A. “Islands Without Borders: Teaching the Caribbean across Languages and Cultures”. *Reimagining the Caribbean: Conversations among the Creole, English, French and Spanish Caribbean*, edited by V.K. Orlando & S. Messinger Cypess, Lexington Books, 2014.
- Co-edited volume with Valérie Orlando (Prof. University of Maryland, Head, French Department) *Teaching Haiti Beyond Literature: Intersectionalities of History, Literature and Culture* (under contract with University Press of Florida, forthcoming 2019)
- Co-author with Nabil Boudraa. *Francophones Cultures Through Films*. Focus Publishing, 2013
- Co-author with Jowel Laguerre. *English-Haitian Creole Phrasebook*. McGraw-Hill, 2010.
- *Rethinking Marriage in African and Caribbean Francophone Literatures*. Lanham, MD. Lexington Books, 2008.
- *Revolutionary Freedoms: A History of Strength, Survival and Imagination in Haiti, French, Spanish and English Caribbean*. Co-edited Volume Cécile Accilien, Jessica Adams and Elmide Méléance Coconut Creek, Florida: Caribbean Studies Press, 2006.
- *Just Below South: Intercultural Performance in the Caribbean and the U.S. South*. Jessica Adams, Michael Bibler and Cécile Accilien, (Eds.), Charleston: University of Virginia Press, 2007.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Number of Dissertation and Thesis Committees in Past Five Years: 3

Distinctions and Awards: Fulbright Lecturer/Researcher, Université de Ouagadougou, Ouagadougou, Burkina Faso (2008 - 2009); Summer Research Fellowship, Portland State University (Summer 2004)

Service: Co-organizer of the “Unexpected Caribbean” conference; Senior Administrative Fellow (2017-2018); Social Justice Fellow (2017); KU Diversity Fellow (2016-2017).

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: RAFAEL ACOSTA (core)

Appointed: 2014

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Assistant Professor of Spanish & Portuguese, Tenure-Track

Education: Ph.D., Romance Studies, 2014, Cornell University

Overseas Experience: Columbia; Mexico

Language(s) and Language Proficiency (scale): Spanish (5); French (3); Italian (3); Portuguese (1)

Research and Teaching Specialization: Mexican studies; charrismo; political and legal matrices of affect that develop around culturally relevant stories and narrative figures

Number of Recent Publications: 3 articles; 2 book chapters

Recent Publication and Scholarly Works:

- Acosta Morales, R. "Drug trafficking, the lettered city and the risks of law." In *Modern Mexican culture : critical foundations*. University of Arizona Press, 2017
- Acosta Morales, R. "La Narcocultura y la legitimación de los Grupos Armados Ilegales [Narcoculture and the legitimation of Illegal Armed Groups.]." In *Senderos de violencia: Latinoamérica y su literatura armada*. University of North Carolina Press, 2016.

Number of Dissertation and Thesis Committees in Past Five Years: 7

Distinctions and Awards: Sage Fellowship, Cornell University (2008, 2011, 2012)

NAME: GLENN ADAMS (core)

Appointed: 2001

Percent of Time Dedicated to CLACS Area Studies: 15%

Department and Tenure Status: Associate Professor of Psychology, Tenured

Education: Ph.D., Social Psychology, 2000, Stanford University, Stanford, CA

Overseas Experience: Ghana; Sierra Leone

Language(s) and Language Proficiency (scale): Spanish (4); Krio (4); Twi (2); Dagbani (1); Vietnamese (1)

Research and Teaching Specialization: Cultural Psychology; Historical Consciousness; Sociocultural Foundations of Mind; Sociocultural Foundations of Ignorance; Perception of Racism; Personal Relationship

Number of Recent Publications: 1 book; 26 journal articles; 3 book chapters

Recent Publication and Scholarly Works:

- Gillath, O., Glenn Adams, and A. D. Kunkel, eds. *Relationship science: Integrating evolutionary, neuroscience, and sociocultural approaches*. American Psychological Association.
- Kurtiş, T., & Glenn Adams. "Decolonial Intersectionality: Implications for theory, research, and pedagogy." *Intersections of identity: Complicating identity and social justice*, edited by K. Case, Routledge, 2017, 45-58.

Number of Dissertation and Thesis Committees in Past Five Years: 12

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: GISELLE LIZA ANATOL (core)

Appointed: 2005

Percent of Time Dedicated to CLACS Area Studies: 70%

Department and Tenure Status: Full Professor of English, Tenured

Education: Ph.D., English, August 1998, University of Pennsylvania

Overseas Experience: Cuba; Dominican Republic; France; Germany; Portugal; West Indies

Language(s) and Language Proficiency (scale): Spanish (2-3); French (1)

Area/International Studies Courses Taught: 1) Caribbean Literature - "Mimicry or Culture?"; 2) Introduction to Caribbean Literature; 3) Topics in American Literature: Borderlands/Border Crossings; 4) Black Speculative Fiction

Research and Teaching Specialization: Caribbean literature; African diaspora literature; African American Literature; representations of race, ethnicity, and gender in children and young adult literature

Number of Recent Publications: 1 book; 2 journal articles; 4 book chapters

Recent Publication and Scholarly Works:

- "Anansi the Trickster: Contesting Eurocentric Knowledge Production in the Americas." *The Routledge Companion to Inter-American Studies*. Ed. Wilfried Raussert. NY: Routledge, 2017. 150-159.
- *The Things That Fly in the Night: Female Vampires in Literature of the Circum-Caribbean and African Diaspora*. New Brunswick, NJ: Rutgers UP, 2015.

Number of Dissertations and Theses Supervised in Past Five Years: 14

Number of Dissertation and Thesis Committees in Past Five Years: 24

Distinctions and Awards: Elected President of the Association of Caribbean Women Writers & Scholars (2016-2018); NEH-Sponsored Language Matters IV Workshop: Teaching Toni Morrison in Translation, Paris (2010)

NAME: CHRISTOPHER WILLIAM ANDERSON (core)

Appointed: 2000

Percent of Time Dedicated to CLACS Area Studies: 25%

Department and Tenure Status: Professor of Business, Tenured

Education: Ph.D., Financial Economics, 1995, Katz Graduate School of Business, University of Pittsburgh

Overseas Experience: Australia; Brazil; Chile; China; Colombia; Ecuador; Uruguay

Language(s) and Language Proficiency (scale): Portuguese (4); Spanish (3); Chinese (1)

Area/International Studies Courses Taught: 1) International Finance

Research and Teaching Specialization: Capital markets; corporate finance; international finance; real estate

Number of Recent Publications: 3 journal articles

Recent Publication and Scholarly Works:

- Anderson, C.W., Jian Huang, and Gokhan Torna. "Can investors anticipate post-IPO mergers and acquisitions?" *Journal of Corporate Finance* 45, 2017, 496-521.
- Anderson, C.W. and Jian Huang. "Institutional investment in IPOs and post-IPO M&A activity." *Journal of Empirical Finance* 41, 2017, 1-18.
- Anderson, C.W. and Ying "Jenny" Zhang. 2015. External contracting and equity financing at biotech firms: evidence from PIPEs. *International Journal of Economics & Finance* 7, No. 2, 1-19.

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 6

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: SANTA ARIAS (core)

Appointed: 2008

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Spanish Literature, 1990, University of Wisconsin-Madison, Madison, WI

Overseas Experience: Argentina, Colombia, Costa Rica, Mexico, Panama, Puerto Rico

Language(s) and Language Proficiency (scale): Spanish: (5); Portuguese (1); Italian (1); French (1)

Area/International Studies Courses Taught: 1) Indians, Nature and Conquistadores; 2) Constructing Identities in the Colonial Spanish Americas; 3) Spanish American Poetry: Colonial to Modern; 4) Critical Reading and Textual Analysis

Research and Teaching Specialization: Colonial Latin American studies; Caribbean literature, culture and history; Mesoamerican indigenous societies; interdisciplinary approaches to the study of literature and culture

Number of Recent Publications: 1 book; 2 journal articles; 3 book chapters

Recent Publication and Scholarly Works:

- “A Cronicón of Crónicas: The New Spanish Prose Narrative.” By invitation for the *Cambridge History of Mexican Literature*. Edited by Ignacio Sánchez Prado, Anna Nogar, and José Ramón Ruisánchez. Cambridge University Press, 2016, 33-52.
- Arias, S. (in press). *The Nature of Empire: Geographing the Tropics during the Age of the Enlightenment*. Vanderbilt University Press.

Number of Dissertations and Theses Supervised in Past Five Years: 1

Number of Dissertation and Thesis Committees in Past Five Years: 11

Distinctions and Awards: Hall Center for Humanities, Research Fellowship, Spring 2016

NAME: ELIZABETH ASIEDU (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor of Economics, Tenured

Education: Ph.D., Economics, 1998, University of Illinois at Urbana-Champaign (UIUC), Champaign, IL

Overseas Experience: Ghana

Language(s) and Language Proficiency (scale): Spanish (1)

Area/International Studies Courses Taught: International Finance

Research and Teaching Specialization: Development Economics; International Economics; Development; Macroeconomics; International Economics; African Development

Number of Recent Publications: 3 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- Asiedu, E., Gaekwad, N. B., Naivazo, M., & Nkusu, M. “Reducing the Gender Gap in Education: Female Teachers as Role Models.” *Journal of African Development*, vol. 18, no.1, 2016.
- Asiedu, E., & Gyimah-Brempong, K. Remittances and Investment in Education: Evidence from Ghana. *The Journal of International Trade and Economic Development*, vol. 24, no. 2, 2015, 173-200.
- Asiedu, E., Dzigbede, K., & Nti-Addae, A. *Foreign Direct Investment, Natural Resources and Employment in Sub-Saharan Africa*, 2015.

Distinctions and Awards: President and Founder, Association for the Advancement of African Women Economists (AAWE) (March 2012 - Present); Fulbright Specialist Scholar List (November 2008-Present)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: BOB AUGELLI (associate)

Appointed: 2001

Percent of Time Dedicated to Area/International Studies Course: 100%

Department and Tenure Status: Business, Non-Tenure Track

Education: Ph.D., Clinical Psychology, 1997, University of Kansas, Lawrence, KS

Overseas Experience: Cuba; Puerto Rico

Language(s) and Language Proficiency (scale): Spanish (4)

Number of Recent Publications: 1 journal article

Recent Publication and Scholarly Works:

- Chen, J., May, D., Schwoerer, C. E., & Augelli, R. "Exploring the Boundaries of Career Calling: The Moderating Roles of Procedural Justice and Psychological Safety." *Journal of Career Development*, 2016

Distinctions and Awards: Finalist, Ernst and Young Inclusive Excellence Award for Accounting and Business School Faculty, University of Kansas (2009)

NAME: TAMARA BAKER (associate)

Appointed: 2014

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Psychology, Tenured

Education: Ph.D., Biobehavioral Health, 2001, The Pennsylvania State University, University Park, PA

Area/International Studies Courses Taught: Research Methods (Psychology); Race, Ethnicity, & Aging

Research and Teaching Specialization: health disparities; social determinants of health; pain; chronic disease self-management; cancer; arthritis; race and ethnicity; aging; social determinants; minority aging; race and ethnicity

Number of Recent Publications: 1 book; 29 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Baker, T. A., Atakere, D. K., Minahan, J. A., Kuofie, A. A., & Dirth, T. P. "Issues of Diversity in the Aging Community." *The Praeger Handbook of Community Mental Health Practice*, 2018.
- Booker, S. Q., & Baker, T. A. "Pain, Chronic Disease and the ACA: Implication for Better Healthcare in the Black Community." *Black Culture and Experience: Contemporary Issues*, 2015.

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 19

Distinctions and Awards: Senior Administrative Fellow, University of Kansas (2017-2018)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CHARLES A.S. BANKART (associate)

Appointed: 2007

Percent of Time Dedicated to Area/International Studies Courses: 10%

Department and Tenure Status: Courtesy Assistant Professor, Educational Leadership & Policy Studies; Associate Vice Provost, International Programs, Non-Tenure-Track

Education: Ph.D., 2011, University of Kansas

Overseas Experience: Hungary, Japan, South Korea, France, Egypt

Language(s) and Language Proficiency (scale): Hungarian 5, French 3

Research and Teaching Specialization: International and comparative higher education

Recent Publications:

- Kim, D., Jiang, X., & Bankart, C. "What Chinese and South Korean international students expect from American higher education?" *International Students from Asia: The two-way street of learning and living globalization*, edited by Yingyi Ma, Springer, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 1

Number of Dissertation and Thesis Committees in Past Five Years: 1

Distinctions: Outstanding International Administrator, Phi Beta Delta International Honorary Society, 2013; Fulbright Fellow (Korea): International Education Administrators Program (2003)

NAME: BARBARA BARNETT (associate)

Appointed: 2003

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Lee Young Professor of Journalism, Tenured

Education: Ph.D., Mass Communications, 2003, University of North Carolina, Chapel Hill

Overseas Experience: Costa Rica; Jamaica; Spain; Philippines; Thailand; Egypt; Zimbabwe; Kenya; England; Ireland; Italy

Area/International Courses Taught: International Journalism; International Strategic Communication

Research and Teaching Specialization: Media, gender, and violence; journalism

Number of Recent Publications: 1 book; 6 journal articles; 2 book chapters

Recent Publications and Scholarly Works:

- Barnett, Barbara. *Motherhood in the Media: Infanticide, Journalism, and the Digital Age*. Routledge, 2016.
- Barnett, Barbara. "Dividing Women: Magazines' Framing of Trafficking for Sexual Exploitation." *Feminist Media Studies*, vol. 6, no. 2, 2015/2016.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Number of Dissertation and Theses Committees in Past Five Years: 6

Distinctions and Awards: Budig Teaching Professor of Writing (2016-2017); Commander's Award for Public Service (2012); Mary Ann Yodelis Smith Award for Feminist Scholarship (2007)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MICHAEL BASKETT (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor and Chair of the Department of Film and Media Studies, Tenured

Education: Ph.D., East Asian Languages and Cultures, Japanese Film/Literature, 2000, University of California, Los Angeles

Overseas Experience: China; Costa Rica; Hong Kong; Japan; South Korea; Taiwan

Language(s) and Language Proficiency (scale): Japanese (5); Chinese (3)

Area/International Studies Courses Taught: Transnational Film Cultures; Southeast Asian Film; History of the International Sound Film to 1950; Survey of Japanese Film

Research and Teaching Specialization: Film/media history, Japanese film/media, East Asian film/media, Transnational film/media, post-colonial film/media.

Number of Recent Publications: 1 journal article; 3 book chapters

Recent Publication and Scholarly Works:

- Baskett, M. "Parting the Bamboo Curtain: Japanese Cold War Film Exchange with China." *Routledge Studies in the Modern History of Asia. The Dismantling of Japan's Empire in East Asia: Deimperialization, Postwar Legitimation and Imperial Afterlife*, edited by B. Kushner & S. Muminov, 2016.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 19

NAME: ROBERT BAYLISS (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Comparative Literature and Hispanic Literatures, 2003, Indiana University, Bloomington, IN

Overseas Experience: Spain

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: Intermediate Grammar and Composition; Advanced Grammar and Composition; Advanced Spanish Conversation; Introduction to Textual Analysis and Critical Reading

Research and Teaching Specialization: Early modern Spanish literature and cultural studies; contemporary Spanish studies; Comparative Literature; Spanish grammar and composition; Humanities

Recent Publication and Scholarly Works:

- Bayliss, R. (2015). "Thinking Globally, Acting Locally and Performing Nationalism: Local, National and Global Remakes of the Comedia." In S. P. García & H. Erdman (Eds.), *Remaking the Comedia: Spanish Classical Theater in Adaptation* (pp. 65-74). Tamesis.

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 4

Distinctions and Awards: Jessie and Marie Cramer Root Professorship, University of Kansas (2009 - 2012)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CHRISTINA E. BEJARANO (associate)

Appointed: 2007

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of Political Science, Tenured

Education: Ph. D., Department of Political Science, July 2007, University of Iowa, Iowa City, IA

Overseas Experience: Costa Rica; Mexico; Venezuela

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: Latino Politics; Racial/Ethnic Minority Politics

Research and Teaching Specialization: U.S. Politics; Minority Political Behavior; Latino Politics; Women and Politics; Political Psychology; State Politics.

Number of Recent Publications: 2 books; 1 journal article; 3 book chapters

Recent Publication and Scholarly Works:

- Bejarano, C. *The Latino Gender Gap in U.S. Politics*. Routledge Press, 2014.
- Bejarano, C. "New Directions at the Intersection of Race, Ethnicity, and Gender." *New Directions in Gender and Political Psychology*, edited by A. Bos & M. Schneider . Routledge Press, 2017.
- Bejarano, C. "New Expectations for Latina State Legislative Representation." *Distinct Identities: Minority Women in U.S. Politics*, edited by N. Brown & S. A. Gershon. Routledge Press, 2016.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 5

NAME: MELISSA H. BIRCH (core)

Appointed: 1997

Percent of Time Dedicated to CLACS Area Studies: 90%

Department and Tenure Status: Associate Professor of Business, Tenured

Education: Ph.D., Economics, 1984, University of Illinois

Overseas Experience: Argentina; Brazil; Chile; Costa Rica; Ecuador; Guatemala; Mexico; Paraguay; Venezuela

Language(s) and Language Proficiency (scale): Spanish (5); Portuguese (5); Cakchiquel (3); Guarani (4)

Area/International Studies Courses Taught: 1) Business in Latin America; 2) Business Practices in Latin America; 3) Culture and Society in Latin America; 4) International Business

Research and Teaching Specialization: Public enterprise management; international trade; international business environment; international business; microfinance; outsourcing; international business; Latin America

Number of Recent Publications: 1 article; 1 book chapters

Recent Publication and Scholarly Works:

- Birch, M. H., & Smith, R. E. (2014). Economics: Brazil. In *Social Sciences, No. 69. Handbook of Latin American Studies* (Vol. 69, pp. 441-455). University of Texas Press. (Invited) (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 1

Distinctions and Awards: Gordon Fitch Service Award (2018); McCluskey-Fawcett Woman Mentoring Women Award, University of Kansas (2010)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: J CHRISTOPHER BROWN (core)

Appointed: 2001

Percent of Time Dedicated to CLACS Area Studies: 85%

Department and Tenure Status: Professor of Geography and Director of Environmental Studies, Tenured

Education: Ph.D., Geography, 1999, University of California, Los Angeles

Overseas Experience: Brazil; Mexico; Nicaragua

Language(s) and Language Proficiency (scale): Portuguese (4); Spanish (3)

Area/International Studies Courses Taught: 1) Environment, Culture and Society; 2) Environmental Issues of Latin America; 3) Moral Geography in Environment and Development

Research & Teaching Specializations: Human and environmental aspects of development in the Brazilian Amazon; NGOs; political ecology; geography of commodities; regional geography

Number of Recent Publications: 15 journal articles; 3 book chapters

Recent Publications:

- Kastens, J. H., J. C. Brown, C. R. Bishop, A. C. Coutinho, & J. Esquerdo. "Soy Moratorium Impacts on Soybean and Deforestation Dynamics in Mato Grosso, Brazil." *PLOS ONE*, 2017.
- Oliveria, M., J. Christopher Brown & M. P. Moreira. "Highway Infrastructure, Protected Areas, and Orchid Bee Distribution and Conservation in the Brazilian Amazon." *Journal of Environmental Protection*, 8(8), 2017, p. 923.

Number of Dissertation and Thesis Committees in Past Five Years: 11

NAME: NATHANIEL A. BRUNSELL (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Geography, Tenured

Education: Ph. D., Biometeorology, 2003, Utah State University, Logan, UT

Overseas Experience: Austria; Brazil; Germany; Uruguay

Research and Teaching Specialization: Biometeorology, remote sensing of the surface energy balance, ecological consequences of regional climate change, surface-precipitation feedbacks

Number of Recent Publications: 40 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Vico, G., & Brunsell, N. A. "Tradeoffs between water requirements and yield stability in annual vs. perennial crops." *Advances in Water Resources*, vol. 112, 2018, 189-202.
- de Oliveira, G., Brunsell, N. A., Sutherlin, C. E., Crews, T. E., & de Haan, L. R. "Energy, water and carbon exchange over a perennial Kernza wheatgrass crop." *Agricultural and Forest Meteorology*, vol. 249, 2018, 120-137.

Number of Dissertations and Theses Supervised in Past Five Years: 7

Number of Dissertation and Thesis Committees in Past Five Years: 19

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: BEN CHAPPELL (associate)

Appointed: 2007

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of American Studies, Tenured

Education: Ph.D., Anthropology, 2003, The University of Texas at Austin

Overseas Experience: Germany; Mexico; Honduras; Guatemala

Language(s) and Language Proficiency (scale): Spanish (4)

Area/International Studies Courses Taught: The United States in a Global Context; Latino/as and the Politics of Space; Cultural Studies

Research and Teaching Specialization: Mexican America, popular culture, cultural politics, everyday life, lowriders, softball; globalization; American identities; class; U.S. Latina/os

Number of Recent Publications: 3 book chapters

Recent Publication and Scholarly Works:

- Chappell, B. "The Borders the Cross Us: Ethnographic Sensibilities for Transnational American Studies." *Approaching Transnational America in Performance*, edited by B. Bauridl & P. Wiegink. Peter Lang, 2016.
- Chappell, B. "Lowrider Publics: Aesthetics and Contested Communities." *The Routledge Companion to Latina/o Popular Culture*, edited by F. Aldama. Routledge, 2016, 267-278.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 14

NAME: LUIS R. CORTEGUERA (associate)

Appointed: 1994

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of History, Tenured

Education: Ph.D., History, Princeton University, Princeton, NJ

Overseas Experience: Spain, Mexico

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: The Spanish Inquisition; Atlantic Societies: Comparative History of European Colonization, 1500–1800; Spain and Its Empire

Research and Teaching Specialization: History of Spain and the Spanish empire, 1500-1800, political and social history; visual culture in the early modern Spanish world

Number of Recent Publications: 1 book; 1 journal article; 6 book chapters

Recent Publication and Scholarly Works:

- Corteguera, L. R. *Death by Effigy: The Power of Images and the Mexican Inquisition in the Sixteenth Century*. University of Pennsylvania Press, 2014.

Number of Dissertations and Theses Supervised in Past Five Years: 11

Number of Dissertation and Thesis Committees in Past Five Years: 8

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MICHAEL H. CRAWFORD (associate)

Appointed: 1971

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of Anthropology, Tenured

Education: Ph.D., Anthropology, Biological Anthropology, 1967 University of Washington, Seattle, WA

Overseas Experience: Argentina; Australia; Costa Rica; Dominica; Hungary; India; Mexico; Siberia

Language(s) and Language Proficiency (scale): Russian (5), Spanish (3)

Research and Teaching Specialization: Blood types of indigenous Siberian tribes of the Northeast; Biological Aging; Contemporary Biological Anthropology

Number of Recent Publications: 14 journal articles; 3 book chapters

Recent Publication and Scholarly Works:

- Crawford, M. H., & Campbell, B. (Eds.). *Causes and Consequences of Human Migration*. Cambridge University Press, 2012.
- Rubicz, R. C. & Crawford, M. H. "Molecular genetic evidence from contemporary populations for the origins of North American populations." *Oxford Handbook of the Prehistoric Arctic*, edited by M. Friesen & O. Mason, 2016, 27-50.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 2

Distinctions and Awards: Charles R. Darwin Research Achievement Award, American Association of Physical Anthropologists (April 15, 2016 - Present); Franz Boas Research Achievement Award, Human Biology Association (April 14, 2011 - Present)

NAME: GREGORY T. CUSHMAN (core)

Appointed: 2003

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of History, Tenured

Education: Ph.D., History, May 2003, University of Texas at Austin

Overseas Experience: Costa Rica; Cuba; Ecuador; Germany; Guatemala; Hungary; Italy; Mexico; Peru; United Kingdom

Language(s) and Language Proficiency (scale): Spanish (5); Portuguese (1); German (1)

Area/International Studies Courses Taught: 1) Slavery and the Atlantic World; 2) Latin America & the Cold War Era; 3) Modern Latin America; Readings in Latin America & the Cold War Era

Research and Teaching Specialization: Environmental history (climate, oceans, conservation, tropics); environmental ethics; history of science and technology; Latin America

Number of Recent Publications: 1 book; 1 journal article; 2 book chapters

Recent Publication and Scholarly Works:

- *Guano and the Opening of the Pacific World: A Global Ecological History*. xxii + 393 pp. Studies in Environmental History. Cambridge, New York: Cambridge University Press, 2013.
- "The Environmental Contexts of Guaman Poma: Interethnic Conflict over Forest Resources and Place in Huamanga (Peru), 1540-1600." In I. Boserup & R. Adorno (Eds.), *Unlocking the Doors to the Worlds of Guaman Poma and his Nueva Corónica* (pp. 87-140). Copenhagen/Chicago: Museum Tusculanum/University of Chicago Press, 2015.

Number of Dissertations and Theses Supervised in Past Five Years: 13

Number of Dissertation and Thesis Committees in Past Five Years: 8

Distinctions and Awards: Andrew Carnegie Fellowship (2016-2017)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: STUART A. DAY (core)

Appointed: 2005

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Hispanic Literature, March 2000, Cornell University

Overseas Experience: Mexico; Spain

Language(s) and Language Proficiency (scale): Spanish (5); Portuguese (3)

Area/International Studies Courses Taught: 1) 'Speak Truth to Power': 20th Century (Plus) Mexican Literature; 2) Mexico; 3) All the World's a Stage': Social Movements and Latin American/Latino Theater; 4) Mexican/Mexican American Culture and Politics

Research and Teaching Specialization: Latin American cultural and literary studies; Theater and performance

Number of Recent Publications: 3 books; 2 book chapters

Recent Publication and Scholarly Works:

- *Outside Theater: Alliances that Shape Mexico*. University of Arizona Press, 2017
- *Modern Mexican Culture: A Critical Introduction*. University of Arizona Press, 2017.
- "Similia similibus curantur: La exhumación de lo real en Backyard de Sabina Berman." Mexico: *Universidad Iberoamericana*, edited by José Alcántara, 2016.

Number of Dissertation and Thesis Committees in Past Five Years: 4

NAME: BARTHOLOMEW DEAN (core)

Appointed: 2000

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Anthropology, Tenured

Education: Ph.D., Social Anthropology, 1995, Harvard University

Overseas Experience: Costa Rica; Mexico; Peru; United Kingdom

Language(s) and Language Proficiency (scale): Spanish (4); Uruarina (Kachá eje) (2); Portuguese (1)

Area/International Studies Courses Taught: 1) Varieties of the Human Experience; 2) Peoples of South America; 3) Anthropology of Amazonia; 4) Politics of Identity in Latin America

Research and Teaching Specialization: Peruvian Amazonia; Andean South America; Mexico; Social anthropology; indigenous peoples; kinship; symbolic forms; popular culture; social justice; health; human rights

Number of Recent Publications: 1 book; 1 journal article; 3 book chapters

Recent Publication and Scholarly Works:

- *Uruarina Society, Cosmology and History in Peruvian Amazonia*. Gainesville: University Press of Florida, 2013.
- Dean, Bartholomew, Anne Justice, and Michael Crawford. "Molecular Consequences of Migration and Urbanization in Peruvian Amazonia." In *Causes and Consequences of Human Migration*, edited by M. Crawford and B. Campbell, Cambridge University Press, 2012, 449-472.

Distinctions and Awards: Award for Academic Excellence in Amazonian Research, Universidad Nacional San Martín--Tarapoto, Peru (December 2013 - Present); Fulbright Lectureship, Universidad Nacional de San Martín, Peru (2011 - 2012)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: RENÉ DIAZ (associate)

Appointed: 1988

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor of Architecture, Tenured

Education: M.S., Architecture, 1970, Columbia University

Overseas Experience: Brazil; Italy; Mexico

Language(s) and Language Proficiency (scale): Spanish (5)

Research and Teaching Specialization: Research/Creative Activity related teaching & practice; Evolution of Urban Form; Media & Architecture Culture; Pre-Columbian and colonial architecture of Mexico and South America

NAME: JEROME E. DOBSON (associate)

Appointed: 2001

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of Geography, Tenured

Education: Ph.D., Geography, 1975, University of Tennessee, Knoxville, TN

Overseas Experience: 32 Countries including Chile, Columbia, Ecuador and Mexico

Area/International Studies Courses Taught: World Regional Geography

Research and Teaching Specialization: GIS; Digital Geography; cartographic symbols; populations at risk; history of geographic thought; world regional geography; history and philosophy of GIS

Number of Recent Publications: 1 book chapter

Recent Publication and Scholarly Works:

- Dobson, J. E., & Dobson, J. R. *The Waters of Chaos: The Modern Quest*. CreateSpace Independent Publishing Platform and Kindle Direct Publishing, 2012.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CHARLES C. ELDREDGE (associate)

Appointed: 1988

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Distinguished Professor of History of Art, Tenured

Education: Ph.D., American Art History, 1971, University of Minnesota, Minneapolis

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): Spanish (2)

Research and Teaching Specialization: American painting and drawing; American art; modern art

Number of Recent Publications: 1 book; 1 journal article; 1 book chapter

Recent Publication and Scholarly Works:

- Eldredge, Charles C. *Eloquent Objects: Georgia O'Keeffe and Still-life Painting in New Mexico*. International Arts, 2014.
- Eldredge, Charles C. "Art and the American West, 1910-1920." In *Western Passages*. Denver Art Museum, 2013. Forthcoming.
- Eldredge, Charles C. "Advancing New Mexican Art: The Taos Society of Artists." In *The Taos Society of Artists*. Santa Fe: Gerald Peters Gallery, 2013.

Number of Dissertations and Theses Supervised in Past Five Years: 6

Number of Dissertation and Thesis Committees in Past Five Years: 2

Distinctions and Awards: Balfour S. Jeffrey Research Achievement Award in the Humanities and Social Sciences (2008)

NAME: TAMARA L. FALICOV (core)

Appointed: 1998

Percent of Time Dedicated to CLACS Area Studies: 90%

Department and Tenure Status: Professor of Film and Media Studies, Tenured

Education: Ph.D., Communication, 1999, University of California, San Diego

Overseas Experience: Argentina, Brazil, Costa Rica, Colombia, Cuba, Portugal, United Kingdom, Uruguay

Language(s) and Language Proficiency (scale): Spanish (5); Portuguese (1)

Area/International Studies Courses Taught: 1) Latin American Film; 2) Cuban Cinema; 3) Cinemas of the Southern Cone: Argentina, Chile, Uruguay; 4) Latin American Documentary

Research and Teaching Specialization: Latin American film industries; Argentine cinema; co-productions; Cuban cinema; film festivals; Political Economy of Film and Television Industries

Number of Recent Publications: 2 journal articles; 6 book chapters

Recent Publication and Scholarly Works:

- Falicov, T.L. "Film Funding Opportunities for Latin American Filmmakers: A Case for Further North-South Collaboration in Training and Film Festival Initiatives." *A Companion to Latin American Cinema*, edited by Maria Delgado, Stephen Hart and Randal Johnson, Wiley-Blackwell, 2017, pp. 85-98.
- Falicov, T.L. "Hollywood's Presence in Latin America: Production Participation to Distribution Dominance." *Blackwell's International Encyclopedia of Media Studies: Volume II Media Production*, edited by Vicki Mayer, Wiley-Blackwell, 2013, 255-276.

Number of Dissertation and Thesis Committees in Past Five Years: 11

Distinctions and Awards: Bernadette Gray-Little "Expanding the Reach" Award, Emily Taylor Women's Center (2018)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: STEPHEN B. FAWCETT (associate)

Appointed: 1975

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Distinguished Professor of Applied Behavioral Science, Tenured

Education: Ph.D., Developmental and Child Psychology, 1974, University of Kansas

Overseas Experience: Colombia; Ghana; Kenya; Lebanon; Mexico; Panama; Switzerland

Research and Teaching Specialization: Application of behavioral science methods to understand and improve community health and development; collaborative action; health and health equity; new communications technology; community-based participatory research; addressing health disparities

Number of Recent Publications: 11 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Fawcett, S. B., Schultz, J., Collie-Akers, V., Holt, C., & Watson-Thompson, J. "Community development for population health and health equity." *Principles of Public Health Practice* (4th ed.), edited by P. Erwin & R. Brownson. Delmar Publishers, 2017.
- Schober, D. J., Zarate, J., & Fawcett, S. B. "Developing an academic-community partnership to promote soccer-based physical activity among Latino youth." *Progress in Community Health Partnerships: Research, Education, and Action*, vol. 9, no. 3, 2015.

Distinctions and Awards: Kansas Health Foundation Distinguished Professorship, University of Kansas (1995 - Present); Member, World Health Organization Expert Panel on Health Promotion, World Health Organization-Headquarters, Geneva (2009 - 2013)

NAME: STEPHANIE FITZGERALD (core)

Appointed: 2006

Percent of Time Dedicated to CLACS Area Studies: 15%

Department and Tenure Status: Associate Professor of English, Tenured

Education: Ph.D., English, 2005, Claremont Graduate University, Claremont, CA

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): Spanish (4); Cree (1); Ojibwe (1); Potawatomi (1)

Area/International Studies Courses Taught: 1) Decolonizing Narratives: Indigenous Literature and Culture in the Age of Sovereignty; 2) Indigenous Oral Traditions; 3) World Indigenous Literatures

Research and Teaching Specialization: Native American Literature; Environmental Literature; American Literature; Ethnic American literature

Number of Recent Publications: 1 book; 1 article

Recent Publication and Scholarly Works:

- Fitzgerald, S. J. *Native Women and Land: Narratives of Dispossession and Resurgence*. University of New Mexico Press, 2015.
- Fitzgerald, Stephanie. "I, Wunnatuckquannum, This is My Hand: Native Performance in Massachusetts Language Indian Deeds." *Native Acts: Indian Performance, 1603-1832*, edited by Joshua David Bellin and Laura L. Mielke. University of Nebraska Press, 2011.

Number of Dissertations and Theses Supervised in Past Five Years: 16

Number of Dissertation and Thesis Committees in Past Five Years: 35

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: RUBÉN FLORES (core)

Appointed: 2006

Percent of Time Dedicated to CLACS Area Studies: 50%

Department and Tenure Status: Associate Professor of American Studies, Tenured

Education: Ph.D., History, 2006, University of California - Berkeley

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: 1) US in a Global Context; 2) Seminar in Mexican Race and Nation; 3) History of Mexico; 4) Topics in Latino Migration

Research and Teaching Specialization: Civil rights; US-Mexico relations; intellectual history; history of Mexico; migration; comparative US-Mexico history; social reform

Number of Recent Publications: 1 book; 1 book chapter

Recent Publication and Scholarly Works:

- Flores, Ruben. *Backroads Pragmatists: Mexico's Melting Pot and Civil Rights in the United States*. Philadelphia: University of Pennsylvania Press, 2014

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 9

Distinctions and Awards: Book subvention for *The Beloved Communities: Mexico's Melting Pot and the Making of American Civil Rights*, \$2,500, Clements Center for Southwest Studies, Southern Methodist University

NAME: VINCENT FRANCISCO (associate)

Appointed: 2001

Percent of Time Dedicated to CLACS Area Studies: 15%

Department and Tenure Status: Kansas Health Foundation Distinguished Professor of Applied Behavioral Science, Tenured

Education: Ph.D. Child and Developmental Psychology, University of Kansas, 1995

Overseas Experience: Mexico, Portugal, Spain, France, Canada, Russia.

Language(s) and Language Proficiency (scale): Spanish (1), Portuguese (2), French (2)

Area/International Studies Courses Taught: HDFL 310/311 Building Healthy Communities (also listed under Political Science, American Studies, and Social Welfare); HDFL 501 Community Development (cross-listed in Political Science, American Studies, and Social Welfare); HDFL 501/710 Building Healthy Communities

Research and Teaching Specialization: Conditions that affect population health and health equity; community-based intervention programs; community initiatives to build capacity for systems change. Many projects include state and federally funded community coalitions.

Number of Recent Publications: Journal articles: 10; book chapters 2; edited journal issues 8

Recent Publication and Scholarly Works:

- Wolff, T., Minkler, M., Wolfe, S. M., Berkowitz, B., Bowen, L., Butterfoss, F. D., Christens, B., Francisco, V. T., Himmelman, A. T., & Lee, K. S. "Collaboration for Equity and Justice: Moving beyond Collective Impact." *Non Profit Quarterly*, 2017.
- Francisco, V. T., Wolff, T., & Meissen, G. (2017). Special Issue of GJCPP on Practice Competencies in Community Psychology and Their Applications - Part 2. *Global Journal of Community Psychology Practice*, vol. 8, no. 1, 2017.
- Francisco, V. T. Section V. "Faculty: A Funny Thing Happened on the Way to the Academy." In Olya Glantzman and Judah Viola, *Diverse Careers in Community Psychology*. London: Oxford UP, 2017.

Distinctions and Awards: The John Kalafat Award in Applied Community Psychology, 2015 Community Practitioner Award, American Psychological Association, June 2015; Fellow of the Society for Community Research and Action (Division 27 of the American Psychological Association), 2015; Fellow of the American Psychological Association, 2015;

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JOSHUA FREEMAN(associate)

Appointed: 2002

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor and Chair of Family Medicine, Tenured

Education: M.D., 1976, Loyola Stritch School of Medicine

Overseas Experience: Brazil

Language(s) and Language Proficiency (scale): Portuguese (3)

Research and Teaching Specialization: Family Medicine; Serving Underserved Communities

Recent Publication and Scholarly Works:

- Freeman, J, "The American Academy of Family Physicians, Coca-Cola, and Ethics: A "Consumer Alliance" Serving the Public's Health?" *Anthropology News*, October 2010.

Distinctions and Awards: Latin American Prize for Academic Merit in Family Medicine (2007); Recognition Award, Society of Teachers of Family Medicine (2006); Fulbright Fellowship Award, Fed. Univ of São Paulo, Brazil (2002-03)

NAME: VERONICA I. GARIBOTTO (core)

Appointed: 2010

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Latin American Literature, August 2008, University of Pittsburgh

Overseas Experience: Argentina

Language(s) and Language Proficiency (scale): Spanish (5); German (4); Latin (3); Ancient Greek (3); Italian (2); Portuguese (2); French (1)

Area/International Studies Courses Taught: 1) Crisis and Representation in Argentine Literature and Film; 3) Gauchos, letrados y caudillos - The Reemergence of the Nineteenth Century in Southern Cone Culture; 4) Culture and Politics in Southern Cone Literature, Theatre and Film (1960-2010); 5) Transatlantic Hispanic Studies

Research and Teaching Specialization: Latin American literature; Latin American film; Southern Cone culture and politics; Spanish language; Transatlantic Hispanic cultures; cultural and literary theory

Number of Recent Publications: 2 books; 2 journal articles

Recent Publication and Scholarly Works:

- Garibotto, Veronica. *Purdue Studies in Romance Literatures. Crisis y reemergencia: el siglo XIX en la ficción contemporánea de Argentina, Chile y Uruguay (1980-2001)*. Purdue University Press, 2015.
- "Revolution, Defeat, and Utopia: Artigas and the New Left in Uruguayan Theater." *Revista De Estudios Hispánicos*. vol. 47, no. 1, 2013, 127-149.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Number of Dissertation and Thesis Committees in Past Five Years: 11

Distinctions and Awards: Andrew W. Mellon Pre-doctoral Fellowship, University of Pittsburgh (2007 - 2008)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: RICHARD E. GLOR (core)

Appointed: 2006

Percent of Time Dedicated to CLACS Area Studies: 25%

Department and Tenure Status: Associate Professor of Ecology & Evolutionary Biology, Tenured

Education: Ph.D., Evolution, Ecology and Population Biology, 2004, Washington University, St. Louis, MO

Language(s) and Language Proficiency (scale): Spanish (1)

Overseas Experience: Australia; Cuba; Dominican Republic; Haiti; Jamaica; Puerto Rico

Research and Teaching Specialization: Adaptive radiation; biological diversification; phylogenetic systematics; speciation; herpetology; macroevolution

Number of Recent Publications: 16 journal articles

Recent Publication and Scholarly Works:

- Alföldi, J., F. DiPalma, M. Grabherr, C. Williams, L. Kong, E. Mauceli, P. Russell, C. B. Lowe, and R. E. Glor, et al. "The genome of the green anole lizard and a comparative analysis with birds and mammals." *Nature* 477 (2011): 587-591.

Number of Dissertations and Theses Supervised in Past Five Years: 5

Number of Dissertation and Thesis Committees in Past Five Years: 1

Distinctions and Awards: Center for Population Biology Research Fellowship, UC Davis (2004 - 2006); Dissertation Improvement Grant, National Science Foundation (2002 - 2004)

NAME: VICTOR H. GONZALEZ (associate)

Appointed: 2014

Percent of Time Dedicated to Area/International Studies Courses: 80%

Department and Tenure Status: Program Associate and Lecturer of Biology, Non-Tenure-Track

Education: Ph.D., Ecology and Evolutionary Biology, 2008, University of Kansas

Overseas Experience: Brazil; Columbia; Panama; Costa Rica; Mexico; Turkey; Greece

Language(s) and Language Proficiency (scale): Spanish (5)

Research and Teaching Specialization: Ethnobiology; Bee biology and systematics; Human Anatomy; Educational research

Number of Recent Publications: 10 journal articles; 4 book chapters

Recent Publication and Scholarly Works:

- Vitale, N., Gonzalez, V.H. & D. Vasquez. "Nesting ecology of sympatric species of wool carder bees (Hymenoptera: Megachilidae: Anthidium) in South America." *Journal of Apicultural Research*, vol. 56, 2017, 497-509.
- Gonzalez, V.H., Ortiz, P. & G. Frausin. "Forced migration and indigenous knowledge of displaced Emberá and Uitoto populations in Colombia: An ethnobotanical perspective." *Mundo Amazónico* vol. 3, 2012, 165-177.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MANUELA GONZALEZ-BUENO (associate)

Appointed: 1997

Percent of Time Dedicated to Area/International Studies Courses: 50%

Department and Tenure Status: Associate Professor of Curriculum & Teaching, Tenured

Education: Ph.D., Spanish Second Language Acquisition, 1994, The Pennsylvania State University

Overseas Experience: Spain

Language(s) and Language Proficiency (scale): Spanish (5)

Language Pedagogy Background: ACTFL OPI Tester of Spanish (full certification)

Area/International Studies Courses Taught: Spanish Phonetics; Teaching Foreign Languages K-12; Diagnosis and Remediation in FL Education; Language Analysis for Language Teachers

Research and Teaching Specialization: Second Language Acquisition; Foreign Language Teaching Methodology; Teaching of Foreign Language Pronunciation; Spanish Phonetics and Phonology.

Recent Publication and Scholarly Works:

- Gonzalez-Bueno, Manuela, and Donita Massengill-Shaw. "The Influence of Phonemic Awareness on ELL Spelling: Preventing L1 Phonetic Transfer." *Journal of Language Teaching and Research* 2, no. 6 (2011): 1193-1203.

Number of Dissertations and Theses Supervised in Past Five Years: 9

Number of Dissertation and Theses Committees in Past Five Years: 2

NAME: DAVID J. GOTTLIEB (associate)

Appointed: 1984

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor of Law, Tenured

Education: J.D., 1974, Georgetown University Law Center, Washington, D.C.

Overseas Experience: Bulgaria; Ireland; Turkey; Ukraine; United Kingdom

Language(s) and Language Proficiency (scale): Russian (5)

Area/International Studies Courses Taught: International Human Rights; Refugee and Asylum Law; Legal Responses to Terrorism

Research and Teaching Specialization: Human rights; sentencing; professional responsibility; human rights

Recent Publication and Scholarly Works:

- Gottlieb, David J. "Katrina Consequences: What Has the Government Learned?" *Loyola Law Review (New Orleans)* 52 (2006): 1113.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MARYEMMA GRAHAM (associate)

Appointed: 1998

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Distinguished Professor of English, Tenured

Education: Ph.D., English, Cornell University, Ithaca, NY

Overseas Experience: China; Germany; France; Guyana; Barbados; Haiti; Jamaica; Ghana; Kenya; Tanzania; Senegal; Cote D'Ivoire

Language(s) and Language Proficiency (scale): French (2)

Area/International Studies Courses Taught: Autobiography, Global Activism and Agency; Topics in Literatures of Africa and the African Diaspora: Foundations of Black Literary and Cultural Thought; Life Writing in a Global World; Autobiography and Media; Neo-Slave Narratives and Contemporary Fictions; Caribbean Women's Writing; Teaching Toni Morrison as Translation; Transcultural Mobility

Research and Teaching Specialization: Autobiography/Life Writing; Transatlantic Studies; Inter/American Studies; Literature of the African Diaspora

Number of Recent Publications: 4 books; 3 book chapters

Recent Publications and Scholarly Works:

- Graham, M. *The House Where My Soul Lives: The Life of Margaret Walker*. Oxford University Press, (in press).
- Graham, M. "From the Village to the World: Toni Morrison's Critical Geography." *Au delà du visible ordinaire / Beyond the ordinary visible: Essays on Toni Morrison*. Press of the University of Paris, 2014.:

Number of Dissertations and Theses Supervised in Past Five Years: 6

Number of Dissertation and Thesis Committees in Past Five Years: 6

Distinctions and Awards: University of Kansas Distinguished Professorship (2012 – Present)

NAME: MICHELLE HEFFNER HAYES (core)

Appointed: 2006

Percent of Time Dedicated to CLACS Area Studies: 50%

Department and Tenure Status: Professor and Chair of Dance, Tenured

Education: Ph.D., Dance History and Theory, 1998, University of California - Riverside

Overseas Experience: Spain; Turkey; Mexico; Argentina; Brazil

Language(s) and Language Proficiency (scale): Spanish (4)

Area/International Studies Courses Taught: 1) Approaches to World Dance; 2) Introduction to Flamenco Dance Technique, Global Scholars Seminar

Research and Teaching Specialization: Flamenco; Feminist Theory, Postcolonial Theory, Improvisation, Embodiment

Number of Recent Publications: 1 book; 1 book chapter

Recent Publication and Scholarly Works:

- Hayes, Michelle H. "Choreographing Contemporaneity: Cultural Legacy and Experimental Imperative." *Flamenco on the Global Stage: Historical, Critical and Theoretical Perspectives*, edited by N. Bennahum, K. M. Goldberg, & M. Heffner Hayes, McFarland, 2015
- "Lo Que Queda/That Which Remains." *Writing the Body; Staging the Other*, edited by Brynn Shiovitz, Jefferson, McFarland, 2017.

Number of Dissertation and Thesis Committees in Past Five Years: 14

Distinctions and Awards: Mortar Board Outstanding Educator Award (December 2015); Mid-Career Artist Fellowship in Choreography (March 2009)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JOHN W. HEAD (associate)

Appointed: 1990

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Distinguished Professor of Law, Tenured

Education: Juris Doctor, 1979, University of Virginia School of Law

Overseas Experience: Austria; China; Hong Kong; Indonesia; Italy; Jordan; Maldives; Mexico; Micronesia; Namibia; Philippines; Turkey; United Kingdom

Area/International Studies Courses Taught: International Commerce and Investment; International Organizations; International Economic Law & Development; Comparative Law and Comparative Legal History

Research and Teaching Specialization: International law; international business; comparative law; international economic development; agricultural law

Number of Recent Publications: 3 books; 5 journal articles; 5 book chapters

Recent Publication and Scholarly Works:

- Head, J. W. *International Law and Agroecological Husbandry: Building legal foundations for a new agriculture*. Routledge Press, 2016.
- Head, J. W. "Sketching a Global Agroecology Eutopia: The Land Institute in Directional Context." *Food Utopias: Reimagining Citizenship, Ethics and Community*, edited by P. Stock, M. Carolan, & C. Rosin, 2015.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Distinctions and Awards: Fulbright Fellowship - Fulbright Research Chair in Global Governance at Balsillie School of International Affairs (2016); Fulbright Distinguished Chair in Law at University of Trento (Spring 2009)

NAME: LAURA HOBSON HERLIHY (associate)

Appointed: 2005

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Lecturer of Latin American & Caribbean Studies, Non-Tenure-Track

Education: Ph.D. Anthropology, 2002, University of Kansas

Overseas Experience: Honduras, Mexico, Nicaragua

Language(s) and Language Proficiency (scale): Miskitu (5); Spanish (5)

Area/International Studies Courses Taught: Latin American Culture & Society, Peoples and Cultures of the Miskito Coast, Social Organization in Latin America, Miskitu Language and Culture, Spoken Miskitu I, II, III

Research and Teaching Specialization: Indigenous and Afro-Descendant Peoples; Gender, Race and Sexuality; Language and Culture; Social Organization; Transnational Feminisms

Number of Recent Publications: 1 journal article; 3 book chapters

Recent Publication and Scholarly Works:

- "Mujeres Levantandose con la iglesia Morava, la guerra, y los ONGS." *Ciencia e Interculturalidad*, Revista para el diálogo intercultural e intercultural. URACCAN. Vol. 13, No. 1

Distinctions and Awards: Fulbright-Hays Faculty Research Abroad Program award recipient (2008)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: PETER H. HERLIHY (core)

Appointed: 1993

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of Geography and Atmospheric Science, Tenured

Education: Ph.D., Geography, 1986, Louisiana State University

Overseas Experience: Belize; Colombia; Costa Rica; Honduras; Mexico; Nicaragua; Panama; Peru;

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: 1) Latin American Geography; 2) Seminar, Indigenous Latin America; Model OAS; 3) Middle America

Research and Teaching Specialization: Cultural & political ecology; participatory mapping; tropical rainforest peoples in Latin America; indigenous land rights; nature conservation

Number of Recent Publications: 1 journal article; 3 book chapters

Recent Publication and Scholarly Works:

- Herlihy, Peter H., & Cochran, D. M. "Central America". *Vol. 71.. Handbook of Latin American Studies, No. 71. Social Sciences*, edited by Katherine McCann and Tracy North. University of Texas Press, 2016.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Number of Dissertation and Thesis Committees in Past Five Years: 10

Distinctions and Awards: Woodyard International Educator Award, University of Kansas (2010); Isaiah Bowman Scholar, American Geographical Society (2008); García-Robles Fellowship, U.S./Mexican Fulbright (2005)

NAME: VICKI HICKS (associate)

Appointed: 1996

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Clinical Associate Professor of Nursing, Tenured

Education: M.S., Nursing, 1992, University of Kansas

Overseas Experience: China; Dominican Republic

Language(s) and Language Proficiency (scale): Spanish (3)

Research and Teaching Specialization: Population-focused prevention and promotion; adolescent at-risk prevention factors; influence of spirituality on health care; impact of trans-cultural clinical experiences on the cognitive development of senior nursing students

Recent Publication and Scholarly Works:

- Hicks, V.L. (2008) Substance Use Prevention. In Ackley, B.J., Ladwig, G.B., Swan, B.A., & Tucker, S.J., (Eds.), *Evidence – Based Nursing Care Guidelines: Medical-Surgical Interventions* (pp. 786-792). St. Louis, MO: Mosby- Elsevier.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CHRISTINA HOLT (associate)

Appointed: 2007

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Director for Community Tool Box Services, Work Group for Community Health and Development, Untenured

Education: M.A. Human Development, 2004, University of Kansas

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): Spanish (4)

Research and Teaching Specialization: Capacity building; social change; community health and development

Recent Publication and Scholarly Works:

- Holt, C. M., Fawcett, S. B., Schultz, J. A., Jones, J. A., Berkowitz, B., Wolff, T. J., Francisco, V. T., ... Rabinowitz, P. W. (2013). Disseminating Online Tools for Building Capacity Among Community Practitioners. *Journal of Prevention & Intervention in the Community*, 41, 3, 201-211.

NAME: JOHN W. HOOPES (core)

Appointed: 1989

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of Anthropology, Tenured

Education: Ph.D., Anthropology, 1987, Harvard University

Overseas Experience: Costa Rica; Ecuador; Guatemala; Honduras; Mexico; Nepal; Peru

Language(s) and Language Proficiency (scale): Spanish (5); French (2)

Area/International Studies Courses Taught: 1) Ancient Central America; 2) The Ancient Maya; 3) Ancient American Civilizations: Central Andes; 4) Lower Central America; 5) Topics: Pre-Columbian Gold; Mesoamerica;

Research and Teaching Specialization: Archaeology, cultural ecology, ceramic analysis, method and theory; Mesoamerica, Lower Central America, South America.

Number of Recent Publications: 1 journal article; 2 book chapters

Recent Publication and Scholarly Works:

- Hoopes, John W. "Undressing the Formative." *Wearing Culture: Dress and Regalia in Early Mesoamerica and Central America*, H. Orr & M. G. Looper, University Press of Colorado, 2014, 447-477.

Number of Dissertations and Theses Supervised in Past Five Years: 6

Number of Dissertation and Thesis Committees in Past Five Years: 3

Distinctions and Awards: W.T. Kemper Fellowship for Teaching Excellence, University of Kansas (Fall 2008)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: TIM HOSSLER (core)

Appointed: 2011

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Design, Tenure-Track

Education: M.F.A., 2D Design, 2005, Cranbrook Academy of Art

Overseas Experience: Cuba; France; United Kingdom

Area/International Courses Taught: 1) Miami + Havana Comparing Cultures; 2) History and Philosophy of Design; 3) Topics in Design: Visual Culture

Research and Teaching Specialization: Design: Graphic, Exhibition, Book, Poster, Magazine, Narrative, Experimental; Art Direction; Photography; Comparing Cultures; Environmental Graphics; Visual Culture; Cuba; Place/Space Making

Number of Recent Publications: 2 journal articles

Recent Publication and Scholarly Works:

- Hossler T., G. McLeod, M. Itälähti, and T. Martinsson. "Rephotographic Powers: Revisiting Rephotography at Photomedia." *Photographic Powers – Helinski Photomedia*, 2014, 45-83.

Number of Dissertations and Theses Supervised in the Past Five Years: 7

Distinctions and Awards: KU Diversity Scholars Program, University of Kansas (2016-2017); Center for Teaching Excellence, Best Practices, Faculty Seminar, University of Kansas (2015-2016)

NAME: SHIGERU IWATA (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of Economics, Tenured

Education: Ph.D., Economics, 1988, University of California Los Angeles

Overseas Experience: Austria; Canada; China; Germany; Hungary; Japan; Spain

Language(s) and Language Proficiency (scale): Japanese (5)

Area/International Studies Courses Taught: International Finance; Theory of International Finance; Advanced International Finance

Research and Teaching Specialization: Econometrics, Bayesian approach to econometrics; monetary economics; time series analysis; international finance; development economics

Number of Recent Publications: 1 journal article

Recent Publication and Scholarly Works:

- Iwata, Shigeru, and S. Wu. "A Note on Foreign Exchange Interventions at Zero Interest Rates." *Macroeconomic Dynamics* 16 (2012): 802-817.
- Iwata, Shigeru. "Monetary Policy and the Term Structure of Interest Rate When Short-term Rates are Close to Zero." *Monetary and Economic Studies* 28 (2010): 59-77.

Number of Dissertations and Theses Supervised in Past Five Years: 13

Distinctions and Awards: Journal of Econometrics Fellow (1994 - Present)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: SHEYDA F. A. JAHANBANI (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of History, Tenured

Education: Ph.D., History, May 2009, Brown University

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): French (4); Spanish (2)

Area/International Studies Courses Taught: Globalization: Theory and History; Colloquium in the History of the U.S. & the World; The U.S. and the World, 1890-2001; International Law in Historical Perspective

Research and Teaching Specialization: US and the World; International Approaches to Poverty; history of the social sciences

Recent Publication and Scholarly Works:

- Jahanbani, S. *The Poverty of the World: Rediscovering the Poor at Home and Abroad, 1935-1980*. Oxford University Press, (in progress).
- Jahanbani, Sheyda. "'One Global War on Poverty': Fighting Underdevelopment at Home and Abroad, 1964-1968." In *The United States and the Global Challenges of the 1960s*, edited by Mark Lawrence and Frank Gavin. Oxford University Press, 2012.

Distinctions and Awards: Charles Warren Center for the Study of American History Fellowship, Harvard University (2010 - 2011); The Arthur M. Schlesinger, Jr. Dissertation Fellowship, The John F. Kennedy, Presidential Library (2005)

NAME: MARGARET JAMIESON (associate)

Appointed: 2013

Percent of Time Dedicated to Area/International Studies Courses: 20%

Department and Tenure Status: Assistant Professor of Film and Media Studies, Tenure-Track

Education: M.F.A., Film Production, 2005, University of Iowa; M.A., Film Theory, 2001, University of Iowa

Overseas Experience: Canada; Romania

Language(s) and Language Proficiency (scale): Spanish (3)

Area/International Studies Courses Taught: Experimental Film Studies

Research and Teaching Specialization: Experimental and expanded non-fiction production and studies; Mexican and South American cinema; history of cinema; feminist filmmaking; activist movements and media; film theory and criticism

Recent Publication and Creative Works:

Number of Dissertations and Thesis Committees in Past Five Years: 2

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MARIKE JANZEN (associate)

Appointed: 2007

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Assistant Professor of Humanities & Western Civilization, Tenure-Track

Education: Ph.D., Comparative Literature, 2005, The University of Texas at Austin

Overseas Experience: Cuba; Germany; Mexico; Nicaragua

Language(s) and Language Proficiency (scale): German (5); Spanish (5); Portuguese (2)

Area/International Studies Courses Taught: Elementary Spanish I & II; Literature of Human Rights; Introduction to Peace and Conflict Studies;

Research and Teaching Specialization: 20th Century German Literature; Literature of Human Rights; World Literature; Comparative Literature

Number of Recent Publications: 1 book; 3 book chapters

Recent Publication and Scholarly Works:

- Janzen, M. *Writing to Change the World: Anna Seghers, Authorship, and International Solidarity in the Twentieth Century*. Camden House, 2018.
- Janzen, Marike, Chris Forth, and Damon Talbott, eds. *Bodies and Culture: Discourses, Communities, Representations, Performances*. Cambridge Scholars Press, 2012.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 3

NAME: RANDAL MAURICE JELKS (associate)

Appointed: 2008

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of American Studies, Tenured

Education: Ph.D., History, (1999), Michigan State University

Overseas Experience: Ghana

Language(s) and Language Proficiency (scale): French (1); Twi (1)

Area/International Studies Courses Taught: United States in a Global Context; American Identities

Research and Teaching Specialization: American Religion; Civil Rights history; social movements: African American history

Recent Publication and Scholarly Works:

- Jelks, Randal Maurice. *Benjamin Elijah Mays, Schoolmaster of the Movement: A Biography*. Chapel Hill, NC: University of North Carolina Press, 2012.

Number of Dissertations and Theses Supervised in Past Five Years: 5

Number of Dissertation and Thesis Committees in Past Five Years: 15

Distinctions and Awards: 2013 BCALA Literary Award for Nonfiction from the Black Caucus of the American Library Association, University of North Carolina Press (2012)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JAY T. JOHNSON (associate)

Appointed: 2008

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of Geography, Tenured

Education: Ph.D., Geography, 2003, University of Hawai'i at Mānoa

Overseas Experience: New Zealand

Area/International Studies Courses Taught: Introduction to Cultural Geography; Indigenous Peoples of the World; Postcolonial Geographies

Research and Teaching Specialization: Indigenous peoples' cultural survival; resource management; political activism; philosophies and politics of place

Number of Recent Publications: 1 book; 6 journal articles; 3 book chapters

Recent Publication and Scholarly Works:

- Larsen, S. C., & Johnson, J. T. *Being together in place: Indigenous coexistence in a more-than-human world*. Minneapolis, University of Minnesota Press, 2017.
- Johnson, J. T., & Madge, C. "Empowering methodologies: Feminist and Indigenous approaches." *Qualitative Research Methods in Human Geography* (4th ed.), edited by I. Hay. Oxford University Press, 2016.
- Johnson, Jay T. and Soren C. Larsen, eds. 2013. *A Deeper Sense of Place: Stories and Journeys of Indigenous-Academic Collaboration*. Corvallis: Oregon State University Press.

Number of Dissertations and Theses Supervised in Past Five Years: 13

Number of Dissertation and Thesis Committees in Past Five Years: 22

Distinctions and Awards: Docking Faculty Scholar, University of Kansas Office of the Provost (September 2016 - August 2019); Enhancing Diversity, Association of American Geographers (2014)

NAME: WILLIAM C. JOHNSON (associate)

Appointed: 1997

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of Geography, Tenured

Education: Ph.D., Department of Geography, 1976, University of Wisconsin-Madison

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): Spanish (3)

Research and Teaching Specialization: Geologic mapping of Neogene and Quaternary deposits; Quaternary stratigraphy; geoarchaeology; Fluvial geomorphology; biogeography; palynology;

Recent Publication and Scholarly Works:

- Woodburn, T. L., Johnson, W. C., Bozarth, S. R., & Halfen, A. F. (2017). "Vegetation dynamics during the Pleistocene-Holocene transition in the central Great Plains." *The Holocene*, 27, 155-163.
- Bowen, M., & Johnson, W. C. (2015). "Holocene records of environmental change in High Plains playa wetlands, Kansas, USA." *The Holocene*, 25, 1838-1851.

Number of Dissertations and Theses Supervised in Past Five Years: 5

Number of Dissertation and Thesis Committees in Past Five Years: 6

Distinctions and Awards: Steeples Service to Kansans Award (2012); Big 12 Faculty Fellowship (2002)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JOHN JAMES KENNEDY (associate)

Appointed: 2003

Percent of Time Dedicated to Area/International Studies Courses: 10%

Department and Tenure Status: Associate Professor of Political Science, Tenured

Education: Ph.D., Political Science, 2002, University of California, Davis

Overseas Experience: China

Language(s) and Language Proficiency (scale): Mandarin Chinese (4)

Area/International Studies Courses Taught: Introduction to Comparative Politics; Problems and Politics in Developing Countries; Comparative Political Institutions

Research and Teaching Specialization: Comparative politics; Chinese politics; rural political development

Number of Recent Publications: 2 journal articles; 5 book chapters

Recent Publication and Scholarly Works:

- Mittelmeier, J., & Kennedy, J. J. "Adapting Together: Chinese Student Experience and Acceptance at an American University." *Multi-dimensional transitions of international students to higher education: New Perspectives on Learning and Instruction*, edited by D. Jindal-Snape & B. Rienties. Routledge, 2016.
- Shi, Y., & Kennedy, J. J. "Missing Girls, Indirect Measures and Critical Assumptions: A Response to Yong Cai's Comments." *The China Quarterly*, 231, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 6

Distinctions and Awards: McNair (Scholars) Mentor Award, McNair Scholars (May 2013 - Present); Fulbright Faculty Research Award (2010 - 2011)

NAME: JOO OK KIM (associate)

Appointed: 2015

Percent of Time Dedicated to Area/International Studies Courses: 90%

Department and Tenure Status: Assistant Professor of American Studies and Latina/o Studies, Tenure-Track

Education: Ph.D., Literature, 2013, University of California, San Diego

Overseas Experience: Republic of Korea

Language(s) and Language Proficiency (scale): Korean (4)

Area/International Courses Taught: America's Latinos/Latinas; Case Study in American Studies: North Korea in U.S. Immigration; Seminar in East Asian Studies: Race/Gender/Work Globalization

Research and Teaching Specialization: Korean War; Latina/o Studies; Asian American Studies; Transpacific and Transnational Studies; Empire; Gender and Sexuality; Literary and Cultural Studies; Popular Culture; Prison Studies

Number of Recent Publications: 2 articles

Recent Publications and Scholarly Works:

- Kim, J. O. "Declining Misery: Rural Florida's Hmong and Korean Farmers." *South: A Scholarly Journal*, vol. 49, no.1, 2016, 25-37.
- Kim, J. O. "Sleuth Cities: East L.A., Seoul, and Military Mysteries in Martin Limón's *Slick Boys* and *The Wandering Ghost*." *Journal of Asian American Studies*, vol. 17, no. 2, 2014, 199-228.

Distinctions and Awards: UC President's Postdoctoral Fellowship Program, Postdoctoral Fellowship (2013 - 2015); Comparative Ethnic Studies Prize, American Studies Association (2014)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: ELIZABETH A. KUZNESOF (core)

Appointed: 1977

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of History, Tenured

Education: Ph.D., History, 1976, University of California, Berkeley

Overseas Experience: Argentina; Bolivia; Brazil; Colombia; Costa Rica; Ecuador; Guatemala; Mexico; Paraguay; Peru; Venezuela

Language(s) and Language Proficiency (scale): Portuguese (4); Spanish (3); French (1).

Area/International Studies Courses Taught: 1) Colonial Latin America; 2) Violence and Conflict in Latin America; 3) Latin America in the Nineteenth Century; 4) Slavery in the New World; 5) History of Mexico; 6) History of Brazil; 7) The Atlantic World; 8) Seminar in Ideology, Violence and Social Change in Latin America

Research and Teaching Specialization: History of the family; women; childhood; economic history; the construction of Brazilian citizenship

Number of Recent Publications: 2 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- Kuznesof, Elizabeth Anne. "Domestic Service and Urbanization in Nineteenth Century Latin America" 85-102 for *Proletarian and Gendered Mass Migrations: A Global Perspective on Continuities and Discontinuities from the 19th to the 21st Centuries* edited by Dirk Hoerder and Amarjit Kaur (Leiden and Boston, Brill, 2013).

Number of Dissertations and Theses Supervised in Past Five Years: 9

Distinctions and Awards: George and Eleanor Woodyard 2009 International Educator of the Year (2009)

NAME: PAUL R. LAIRD (associate)

Appointed: 1994

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor of Musicology, Tenured

Education: Ph.D., Music, 1986, University of North Carolina at Chapel Hill

Overseas Experience: Austria; Belgium; Ecuador; France; Germany; Italy; The Netherlands; Spain; United Kingdom

Language(s) and Language Proficiency (scale): Spanish (5); French (2); German (1)

Research and Teaching Specialization: Villancico in Spain and Latin America; music of Leonard Bernstein, Broadway musical; early stringed instruments; American Musical Theater

Number of Recent Publications: 5 books; 6 book chapters

Recent Publication and Scholarly Works:

- Everett, W. A., & Laird, P. R. *The Cambridge Companion to the Musical* (3rd ed.). Cambridge, UK: Cambridge University Press. 483, 2017.
- Laird, Paul Robert. *Beyond Songwriting: The Collaborative Musical Theater of Stephen Schwartz*. Lanham, MD, Toronto, and Plymouth, UK: Scarecrow Press, 2013.

Number of Dissertations and Theses Supervised in Past Five Years: 44

Number of Dissertation and Thesis Committees in Past Five Years: 27

Distinctions and Awards: W. T. Kemper Fellowship for Teaching Excellence, University of Kansas (August 2002)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: ELIZABETH MACGONAGLE (associate)

Appointed: 2001

Percent of Time Dedicated to Area/International Studies Courses: 5%

Department and Tenure Status: Associate Professor of History, Tenured

Education: Ph.D., History, 2002, Michigan State University, East Lansing, MI

Language(s) and Language Proficiency (scale): Portuguese (5); Shona and Ndaou (5); French (1)

Research and Teaching Specialization: African history; sexuality and gender in African history; liberation of southern Africa; memory in global perspective; African studies

Number of Recent Publications: 1 book chapter

Recent Publication and Scholarly Works:

- MacGonagle, E. "History and Memory in an African Context: The Case of Robben Island." *Area Studies in the Global Age: Community, Place, Identity*, edited by E. Clowes & S.J. Bromberg, 2016, 53-64.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Number of Dissertation and Thesis Committees in Past Five Years: 8

Distinctions and Awards: Friends of Hall Center Book Publication Award \$1,500, University of Kansas (2007)
ING Excellence in Teaching Award \$1,000, University of Kansas (2007)

NAME: PATRICIA W. MANNING (core)

Appointed: 2001

Percent of Time Dedicated to CLACS Area Studies: 25%

Department and Tenure Status: Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Spanish and Portuguese, 2000, Yale University

Overseas Experience: Spain

Language(s) and Language Proficiency (scale): Spanish (5); French (2); Italian (1)

Area/International Studies Courses Taught: 1) Pan-Hispanic Don Juanes – Rewriting the Don Juan Legend in the Hispanic World; 2) Advanced Composition and Grammar; 3) Textual Analysis and Critical Reading

Research and Teaching Specialization: Early modern Spain; religious culture; visual and book culture

Number of Recent Publications: 2 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Manning, Patricia W. "Repentance and Departure from the Society of Jesus in the Seventeenth-Century Province of Aragón." *Bulletin of Spanish Studies* 89, no. 5 (July 2012): 699-723.

Number of Dissertation and Thesis Committees in Past Five Years: 11

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: PAUL L. MARKHAM (associate)

Appointed: 1990

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Curriculum & Teaching, Tenured

Education: Ph.D., Foreign Language Education, 1984, The Ohio State University

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): German (5); French (4)

Language Pedagogy Background: TESOL

Area/International Studies Courses Taught: Diagnosis and Remediation in Second Language Education; Second Language Acquisition; Practicum in ESL/Bilingual Ed.

Research and Teaching Specialization: ESL; Pedagogy

Number of Recent Publications: 1 journal article

Recent Publication and Scholarly Works:

- Markham, P. "ESL Teachers as Theory Makers: A Discourse Analysis of Student Assignments in a Second Language Acquisition Course." *Journal of Language Teaching Research*. vol. 7, no. 2, 2016.
- Peter, L., Paul L. Markham, and Bruce Frey. "Preparing Teachers for Success with English Language Learners: Challenges and Opportunities for University TESOL Educators." *The Teacher Educator* vol. 47, no. 4, 2012, 302-327.

Number of Dissertations and Theses Supervised in Past Five Years: 13

Number of Dissertation and Thesis Committees in Past Five Years: 10

Distinctions and Awards: Gene A. Budig Teaching Professorship Award, University of Kansas (2010)

NAME: JOSE MARTINEZ (associate)

Appointed: 2017

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Assistant Professor of Special Education, Non-Tenured

Education: Ph.D., Special Education, 2017, University of Florida, Gainesville, FL

Overseas Experience: All of Central America except El Salvador, Guatemala, and Honduras. South America: Chile, Colombia, and Peru. Caribbean: Curacao, Dominican Republic (lived there for 18 years), and Puerto Rico.

Language(s) and Language Proficiency (scale from 1-5): Spanish: (5).

Area/International Studies Courses Taught: SPED 752 – Overview in Early Childhood and Early Childhood Special Education, SPED 731 - Supporting Children with Significant Learning and Behavioral Concerns, SPED 663 - Assessment Strategies in Early Education. SPED 672 - Field Experiences with Exceptional Children and Youth: ECU Study Abroad (Costa Rica).

Research and Teaching Specialization: Research focused on the evaluation of intervention strategies designed to prevent and ameliorate social and behavioral challenges in children with developmental delays and the translation of effective practices for children with developmental delays into useful resources that teachers and families can use to improve the quality of lives of these children.

Recent Publication and Scholarly Works:

- Prykanowski, D. A., **Martinez, J. R.**, Reichow, B., Conroy, M.A., & Huang, K. (in press). Measurement of young children's engagement and problem behavior in early childhood settings. *Behavioral Disorders*.
- **Martinez, J. R.**, Werch, B. L., & Conroy, M. A. (2016). School-based interventions targeting challenging behaviors exhibited by young children with autism spectrum disorder: A systematic literature review. *Education and Training in Autism and Developmental Disabilities*, 51, 265-280.

Distinctions and Awards: Alumni Endowment Graduate Fellowship. University of Florida (Spring 2012)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JONATHAN MAYHEW (associate)

Appointed: 1996

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Comparative Literature, 1988, Stanford University

Overseas Experience: Spain

Language(s) and Language Proficiency (scale): Spanish (4); French (3); Portuguese (3); Catalan (2)

Area/International Studies Courses Taught: Advanced Spanish Composition and Grammar; 20th Century Spanish Studies: (De)Constructing Identity(ies); 20th Century Spanish Studies: Generation of 1898; Introduction to Literary Analysis

Research and Teaching Specialization: Twentieth-Century Spanish and Spanish American poetry; Lorca; contemporary US poetry; translation theory; poetry and performance; prosody; jazz; music and literature

Number of Recent Publications: 1 journal article

Recent Publication and Scholarly Works:

- Mayhew, Jonathan. "The Genealogy of Late Modernism in Spain: Unamuno, Lorca, Zambrano, and Valente." *Modernist Cultures* 7: 77-97. (2012).

Number of Dissertations and Theses Supervised in Past Five Years: 5

Distinctions and Awards: Higuchi Award, University of Kansas (2012)

NAME: JUDITH BURNS MCCREA (associate)

Appointed: 1980

Percent of Time Dedicated to Area/International Studies Courses: 50%

Department and Tenure Status: Professor of Visual Art, Tenured

Education: M.F.A., Drawing and Painting, 1971, Wichita State University

Overseas Experience: Italy; Mexico; Paraguay; Scotland

Research and Teaching Specialization: Painting, Life Drawing

Recent Publication and Creative Works:

- *Small Works*, Summer Exhibition, Davis Dominguez Gallery,, Tucson, AZ, USA (June 1, 2014 - August 15, 2014)
- *Memorial Exhibition*, Carroll Gallery, Tulane University, New Orleans, LA, USA (March 1, 2014 - April 30, 2014)

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 1

Distinctions and Awards: W.T. Kemper Foundation Teaching Fellowship, University of Kansas (2010)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CECILIA MENJÍVAR (core)

Appointed: 2015

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Foundation Distinguished Professor of Sociology, Tenured; Co-Director, Center for Migration Research

Education: Ph.D., Sociology, 1992, University of California, Davis

Overseas Experience: El Salvador, Guatemala, Mexico, Honduras, Japan

Language(s) and Language Proficiency (scale): Spanish (5), Portuguese (5), French (3), Italian (3)

Area/International Studies Courses Taught: 1) Sociology of Immigration

Research and Teaching Specialization: Migration, Immigration, Central America, Sociology of Immigration, Sociology of Migration, Gender, Families

Number of Recent Publications: 2 books; 30 articles; 17 book chapters

Recent Publication and Scholarly Works:

- Cecilia Menjívar, Leisy Abrego and Leah Schmalzbauer. *Immigrant Families*. Polity Press, 2016.
- Menjívar, C. *Eterna Violencia: Vidas de las mujeres ladinas en Guatemala*. Guatemala: Ediciones del Pensativo & FLACSO-Guatemala, 2014.

Number of Dissertations and Theses Supervised in Past Five Years: 1 Ph.D chair in progress, 3 Ph.D committees in progress, 3 chair completed, 6 committee completed

Number of Dissertation and Thesis Committees in Past Five Years: 17

Distinctions and Awards: Andrew Carnegie Fellowship (2017-2018)

NAME: CASSANDRA MESICK (associate)

Appointed: 2013

Percent of Time Dedicated to Area/International Studies Courses: 50%

Department and Tenure Status: Curator, Global & Indigenous Art, Spencer Museum of Art, Non-Tenure-Track

Education: Ph.D., Anthropology, Brown University

Overseas Experience: Belize; Guatemala

Language Competence: Spanish (4); French (2)

Research and Teaching Specialization: Ancient art of the Americas; Mesoamerican archaeology; monumental architecture; geoarchaeology and micromorphology; construction technologies; museum curation and conservation

Recent Publication and Scholarly Works:

- Houston, Stephen, Claudia Brittenham, Cassandra Mesick, Alexandre Tokovinine, and Christina Warriner. Forthcoming. *Veiled Brightness: A History of Ancient Maya Color*. Austin: University of Texas Press, 2009.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: BRENT E. METZ (core)

Appointed: 2001

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Anthropology, Tenured

Education: Ph.D., Anthropology, 1995, SUNY-Albany

Overseas Experience: Brazil; Costa Rica; El Salvador; Guatemala; Honduras, Spain; Mexico

Language(s) and Language Proficiency (scale): Spanish (5); Ch'orti' Maya (5); Portuguese (1)

Area/International Studies Courses Taught: 1) Indigenous Traditions of Latin America; 2) Topics in Sociocultural Anthropology: Contemporary Mesoamerica; 3) Topics in Sociocultural Anthropology: Masculinity; 4) Mexamerica

Research and Teaching Specialization: Indigenous Identity in Southern Mesoamerica; Mayas; Political Economy; Social Movements

Number of Recent Publications: 1 journal article; 3 book chapters

Recent Publication and Scholarly Works:

- Gentry, Jodi and Brent E. Metz. "Adapting Photovoice to the Marginal Indigenous Ch'orti' Maya." *Human Organization*, vol. 76, no.3, 2017, 251-263.
- "An Ambivalent Nation: Chortis in Eastern Guatemala and Western Honduras." *Modern Wilderness: Mobility, Friction, and Frontiers in Asia and the Americas from 1800*, edited by B. Tatar & J. Moreno Tejada, Routledge, 2016

Number of Dissertations and Theses Supervised in Past Five Years: 6

Number of Dissertation and Thesis Committees in Past Five Years: 28

NAME: DEVON MIHESUAH (associate)

Appointed: 2005

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Teaching Professor of Humanities, Tenured

Education: Ph.D., American History, 1989, Texas Christian University, Fort Worth, TX

Overseas Experience: Puerto Rico; Jamaica; Grand Cayman

Area/International Courses Taught: Indigenous Peoples of North America; American Indigenous Women and Activism; Strategies for Decolonization

Research and Teaching Specialization: indigenous; history; food systems; Indian territory; ethnobotany; Choctaws; Cherokees; stereotypes; fiction

Number of Recent Publications: 1 book; 6 journal articles; 2 book chapters

Recent Publications and Scholarly Works:

- Mihesuah, D. A. *Ned Christie: The Creation of an Outlaw and Cherokee Hero*. In *BOOK*. University of Oklahoma Press, 2018.
- Mihesuah, D. "Historical Research and Diabetes in Indian Territory: Revisiting Kelly M. West's Theory of 1940." *American Indian Culture and Research Journal*, vol. 40, no. 4, 2017, 1-21.

Number of Dissertations and Theses Supervised in Past Five Years: 1

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JAMES MORENO (associate)

Appointed: 2012

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Assistant Professor of Dance, Tenure-Track

Education: Ph.D., Performance Studies, 2012, Northwestern University

Overseas Experience: Panama

Area/International Studies Courses Taught: Approaches to World Dance

Research and Teaching Specialization: José Limón; gender and race in dance; relationships between physical and virtual bodies

Number of Recent Publications: 1 book chapter

Recent Publication and Scholarly Works:

- Moreno, J. "Brown in Black and White: Jose Limon Dances 'The Emperor Jones.'" *Oxford Handbook of Dance and Politics*, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 29

Distinctions and Awards: Fulbright Scholar, Panama (2011 - 2012)

NAME: JOANE P. NAGEL (associate)

Appointed: 1977

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Distinguished Professor of Sociology, Tenured

Education: Ph.D., Sociology, 1977, Stanford University

Overseas Experience: Greenland; Hungary; Liberia; Switzerland

Language(s) and Language Proficiency (scale): French (5); Kriollo (3)

Area/International Studies Courses Taught: Climates and Borders: Monarch Butterflies in the US & Mexico

Research and Teaching Specialization: Ethnicities, genders, and sexualities in the US and in the global system; cultural production and construction; social and nationalist movements; American Indian activism

Number of Recent Publications: 1 book; 3 journal articles; 3 book chapters

Recent Publication and Scholarly Works:

- Nagel, J. *Gender and Climate Change: Impacts, Science, Policy*. Routledge, 2016.
- Nagel, J., Harlan, S. L., Pellow, D. N., Timmons, J., Roberts, Bell, S. E., & Holt, W. G. "Climate Justice and Inequality: Insights from Sociology." *Climate Change and Society: Sociological Perspectives*, edited by R. Dunlap & J. Bruelle. Oxford University Press, 2015.

Number of Dissertations and Theses Supervised in Past Five Years: 8

Number of Dissertation and Thesis Committees in Past Five Years: 13

Distinctions and Awards: Outstanding Publication Award, Association for Women in Psychology (2004)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MEHRANGIZ NAJAFIZADEH (core)

Appointed: 1992

Percent of Time Dedicated to CLACS Area Studies: 40%

Department and Tenure Status: Associate Professor of Sociology, Tenured

Education: Ph.D., Sociology, University of Kansas

Overseas Experience: Azerbaijan

Language(s) and Language Proficiency (scale): Azerbaijani (5); Persian/Farsi (5); Turkish (4); Spanish (2)

Area/International Studies Courses Taught: 1) Global Social Change; 2) Comparative Societies; 3) Women of Latin America; 4) Gender in the Global Context

Research and Teaching Specialization: Gender in the Global Context; Comparative Societies; Globalization; Social Change and Development Studies; Third World and Newly Independent States

Number of Recent Publications: 1 book; 8 journal articles

Recent Publications and Scholarly Works:

- Najafizadeh, M., & Lindsey, L. L. (Eds.). (in press). *Women of Asia: Globalization, Development, and Gender Equity*. New York and London: Routledge, expected June 2018.

Number of Dissertations and Theses Supervised in the Past Five Years: 9

Number of Dissertations and Theses Committees in the Past Five Years: 27

Distinctions and Awards: Fulbright Senior Specialist Program, U.S. Department of State (2015-2020); American Philosophical Society Research Grant Award (2017-2018)

NAME: JENNIFER C. NG (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Educational Leadership & Policy Studies, Tenured

Education: Ph.D., Educational Policy Studies, December 2004, University of Illinois at Urbana-Champaign, Champaign, IL

Area/International Studies Courses Taught: Foundations in Multicultural Education

Research and Teaching Specialization: Multicultural education; diversity and equity in education; qualitative research methods

Number of Recent Publications: 2 journal articles

Recent Publication and Scholarly Works:

- Ng, Jennifer, L Wolf-Wendel, and K Lombardi. "Pathways from middle school to college: Examining the impact of an urban, pre-college preparation program." *Education and Urban Society* (May 2012).
- Peter, L, Jennifer Ng, and K Thomas. "How career changers make sense of teaching through professional metaphors." *Action in Teacher Education* vol. 33, no. 3 (2011): 232-245.

Number of Dissertations and Theses Supervised in Past Five Years: 29

Distinctions and Awards: Steeples Service to Kansans Award, College of Liberal Arts & Sciences, University of Kansas (2017)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: EBENZER B. OBADARE (associate)

Appointed: 2000

Percent of Time Dedicated to Area/International Studies Courses: 5%

Department and Tenure Status: Professor of Sociology, Tenured

Education: Ph.D., Social Policy, 2005, London School of Economics and Political Science, London, England

Overseas Experience:

Area/International Studies Courses Taught: International Political of Natural Resources, Sport in the Era of Globalization, Transnational Migration, War and Democracy in Africa, Civil Society and the State, Africa Today, Sociology of Transnational Migration, Africa: Sociological Perspectives, Sociology of Transnational Migration

Research and Teaching Specialization: Civil Society and the Public Sphere; Religiosity and Politics Civic Service and Citizenship; Civil Society, Religion and Politics; Sociology of Transnational Migration, Africa: Sociological Perspectives

Number of Recent Publications: 4 books; 3 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Obadare, E., & Willems, W. (Eds.). *Africa: Resistance in an Age of Fractured Sovereignty*. London: James Currey, (in press).
- Obadare, E. "Sex, Citizenship and the State: Islam, Christianity, and Emergent Struggles over Intimacy in Nigeria." *Review of African Political Economy*, vol. 42, no. 143, 2015, 62-76.

NAME: MARIYA Y. OMELICHEVA (associate)

Appointed: 2007

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Political Science, Tenured

Education: Ph.D., Political Science, 2007, Purdue University

Overseas Experience: Finland; Kazakhstan; Kyrgyzstan; Russia; Singapore

Language(s) and Language Proficiency (scale): Russian (5)

Area/International Studies Courses Taught: Introduction to International Relations; International Human Rights; Theories of International Relations

Research and Teaching Specialization: Eurasian security; Russian foreign policy; counterterrorism and human rights; international human rights; democracy promotion

Recent Publication and Scholarly Works:

- Omelicheva, M. Y. *Democracy in Central Asia? Competing Perspectives and Alternate Strategies*. University of Kentucky Press. University of Kentucky Press, 2015.
- Omelicheva, M. "A New Russian Holiday Has More Behind It Than National Unity: the Political Functions of Historical Commemorations." *Australian Journal of Politics and History*, vol. 63, no. 3, 2017, 429-441.

Number of Dissertations and Theses Supervised in Past Five Years: 7

Number of Dissertation and Thesis Committees in Past Five Years: 3

Distinctions and Awards: CREES Faculty Service Award (2008)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MICHAEL OROSCO (core)

Appointed: 2015

Percent of Time Dedicated to CLACS Area Studies: 25%

Department of Tenure Status: Associate Professor of Special Education, Tenured

Education: Ph.D., Bilingual Special Education, University of Colorado at Boulder

Overseas Experience:

Language(s) and Language Proficiency (scale):

Area/International Studies Courses Taught: 1) Multicultural Special Education; 2) Language and Cognition

Research and Teaching Specialization: representation of culturally and linguistically diverse students in special education with learning disabilities; comprehension strategy instruction for culturally and linguistically diverse students; enhancing the sustainability of culturally responsive and evidence-based practices through professional development

Number of Recent Publications: 18 journal articles; 3 book chapters

Recent Publications and Scholarly Works:

- Orosco, M. J., & Abdulrahim, N. *Culturally and Linguistically Diverse Special Education*, edited by Y.N. Bui & E.L. Meyen, 2017.
- Orosco, M. J., & Abdulrahim, N. A. "Culturally responsive evidence-based practices with English language learners with learning disabilities: A qualitative case study." *Educational Borderlands: A Bilingual Journal*, vol. 1, 2017.

Number of Dissertations and Theses Supervised in the Past Five Years: 17

Number of Dissertations and Thesis Committees in Past Five Years: 30

NAME: CHRISTOPHER M. PERREIRA (associate)

Appointed: 2000

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Assistant Professor of American Studies, Tenure-Track

Education: Ph.D., Literature and Cultural Studies, 2015, University of California, San Diego

Overseas Experience:

Area/International Studies Courses Taught:

Research and Teaching Specialization: Chicano/a and Latino/a Literature and Culture; U.S. Multi-Ethnic Literatures; Critical Prison Studies; Critical Race and Ethnic Studies; Gender & Sexuality; Speculative Fiction American Studies; Ethnic Studies; Critical Prison Studies; Chicana/o Cultural Studies; Speculative Fiction

Number of Recent Publications: 1 book; 1 journal article

Recent Publication and Scholarly Works:

- Perreira, C. M. *Instructor's Resources to Accompany Race, Class, and Gender in the United States* (9th ed.). Worth Publishers, 2013
- Perreira, C. M. "'Suppose for a moment, that Keanu had reasoned thus': Contagious Debts and Prisoner-Patient Consent in Nineteenth-Century Hawai'i." *Journal of Transnational American Studies*, vol. 8, no. 1, 2017.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: NICOLE HODGES PERSLEY (associate)

Appointed: 2009

Percent of Time Dedicated to Area/International Studies Courses: 10%

Department and Tenure Status: Associate Professor of Theatre, Tenured

Education: Ph.D., American Studies and Ethnicity, 2009, University of Southern California, Los Angeles

Overseas Experience: Mexico; Puerto Rico; Jamaica

Language(s) and Language Proficiency (scale): Spanish (3); Portuguese (1)

Area/International Studies Courses Taught: Theories of Race and Performance; Early African American Theater

Research and Teaching Specialization: African-American Theatre and Performance; American Studies; African Diaspora Performance; Popular Culture; Acting; Hip-hop; Gender Studies; Solo Performance; Transnationalism.

Recent Publications and Scholarly Works:

- Hodges Persley, N. *Sampling and Remixing Hip-hop in Contemporary Theater and Performance*, (in press).
- Hodges Persley, N. "Sampling as Theatricality." In M. Cheng & G. Cody (Eds.), *Reading Contemporary Performance: Theatricality Across Genres*, edited by M. Cheng & G. Cody. Routledge, 2015.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertations and Theses Committees in Past Five Years: 12

Distinctions and Awards: National Theatre Conference- member (December 2017 - Present); Pride Award, KU Student Involvement and Leadership Center (May 2017 - Present)

NAME: LIZETTE A. PETER (associate)

Appointed: 2005

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of Curriculum & Teaching, Tenured

Education: Ph.D., Curriculum & Instruction, TESOL/Second Language Acquisition, 2003, University of Kansas

Overseas Experience: Armenia; Kiribati; Sri Lanka; Thailand; Ukraine

Language(s) and Language Proficiency (scale): French (4); Sinhala (3); Spanish (1)

Language Pedagogy Background: TESOL

Area/International Studies Courses Taught: Second Language Acquisition; Developing Intercultural Awareness in the Second Language Classroom; Diagnosis and Remediation in the Second Language Classroom; Seminar in Advanced Research Methods in Second Language Acquisition

Research and Teaching Specialization: Teaching and learning of languages; K-12 work with non-native speakers of English; acquisition of the Cherokee language by children

Number of Recent Publications: 3 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Hirata-Edds, T., & Peter, L. "Multi-competence and endangered language revitalization." *Handbook of Linguistic Multi-competence*, edited by V. Cook. Cambridge University Press, 2016.
- Peter, L., Hirata-Edds, T., et al. "The Cherokee Nation Immersion School as a Translanguaging Space." *Journal of American Indian Education*, vol. 56, no.1, 2017, 5-31.

Distinctions and Awards: Center for Teaching Excellence Outstanding Graduate Faculty award (2009)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: A. TOWNSEND PETERSON (core)

Appointed: 1993

Percent of Time Dedicated to CLACS Area Studies: 75%

Department and Tenure Status: University Distinguished Professor, Ecology & Evolutionary Biology, Tenured

Education: Ph.D., Evolutionary Biology, September 1990, University of Chicago, Chicago, IL

Overseas Experience (Latin America, other regions not listed): Mexico, Cuba, El Salvador, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Colombia, Ecuador, Peru, Chile, Brazil, Paraguay, Argentina

Language(s) and Language Proficiency (scale): Spanish (5), Portuguese (4)

Area/International Studies Courses Taught: 1) Measuring Biodiversity

Research and Teaching Specialization: biodiversity, ecology, biogeography, systematics

Number of Recent Publications: 3 books; 111 journal articles

Recent Publication and Scholarly Works:

- Bertelli, S., C. Szumik, P. A. Goloboff, N. P. Giannini, A. G. Navarro-Sigüenza, A. T. Peterson, and J. L. Cracraft. "Mexican land birds reveal complexity in fine-scale patterns of endemism." *Journal of Biogeography*, 2017.
- Peterson, A. T. *Mapping Disease Transmission Risk in Geographic and Ecological Contexts*. Johns Hopkins University Press, 2014.

Number of Dissertations and Theses Supervised in Past Five Years: 14

Number of Dissertation and Thesis Committees in Past Five Years: 22

Distinctions and Awards: Distinguished Visiting Professor, Mexican Academy of Sciences (2017); Julie Denslow Prize, awarded by the Association for Tropical Biology and Conservation (2016)

NAME: ALEE S. PHILLIPS (associate)

Appointed: 2000

Percent of Time Dedicated to Area/International Studies Courses: 20%

Department and Tenure Status: School of Business – Accounting; Non-Tenure Track

Education: Master of Accounting & Information Systems, University of Kansas

Overseas Experience: Costa Rica; Italy

Language(s) and Language Proficiency (scale): Spanish (1)

Area/International Courses Taught: Business Practices in Latin America

Research and Teaching Specialization: Intermediate Financial Accounting

Distinctions and Awards: Undergraduate Business Council Outstanding Educator Award from the University of Kansas School of Business (2012 and 2015); Henry A. Bubb Award for Outstanding Teaching in the School of Business – Recipient in 2003; Top 5 in 2008-2012, 2014

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: RAYMOND J. PIEROTTI (associate)

Appointed: 1992

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Ecology & Evolutionary Biology, Tenured

Education: Ph.D., Biology, 1980, Dalhousie University

Overseas Experience:

Area/International Studies Courses Taught: Environmental Justice; Native and Western Views of Nature

Research and Teaching Specialization: Evolutionary biology of vertebrates with male parental care; monogamous vertebrates; wolves; gulls

Number of Recent Publications: 2 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- Benedict, M., Kindesher, K., & Pierotti, R. "Learning From the Land: Incorporating Indigenous Perspectives into the Plant Sciences." *Strategies for Teaching in the Plant Sciences*, 2014, 135-154.
- Fogg, B. R., Hernandez, N., & Pierotti, R. "Relationships between Indigenous American Peoples and Wolves 1: Wolves as Teachers and Guides." *Journal of Ethnobiology*, vol. 35, no. 2, 2015, 262-285.

Number of Dissertations and Theses Supervised in Past Five Years: 7

Distinctions and Awards: Favorite Professor Biology Class; Nominated Multiple Years

NAME: DOVIS POLLOCK (associate)

Appointed: 2006

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Lecturer of Spanish & Portuguese, Untenured

Education: M.A., Teaching English as a Second Language, 2005, University of Kansas

Overseas Experience: Brazil; Malaysia

Language(s) and Language Proficiency (scale): Portuguese (5)

Area/International Studies Courses Taught: Elementary Portuguese I&II, Accelerated Elementary Portuguese I&II

Research and Teaching Specialization: Cultural capital, emotional intelligence and language acquisition

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: CLIFTON LOWELL PYE (core)

Appointed: 1986

Percent of Time Dedicated to CLACS Area Studies: 50%

Department and Tenure Status: Associate Professor of Linguistics, Tenured

Education: Ph.D., Anthropology, 1980, University of Pittsburgh

Overseas Experience: Canada; Guatemala; Mexico

Language(s) and Language Proficiency (scale): K'iche' Maya (5), Spanish (4)

Area/International Studies Courses Taught: 1) North American Indian Languages; 2) Mesoamerican writing; 3) Cultures of Mesoamerica; 4) The Structure of: K'iche'; 5) Linguistic Analysis

Research and Teaching Specialization: Analyzing the acquisition of language and culture in Native American societies; first language acquisition; Mayan languages

Number of Recent Publications: 2 books; 5 journal articles; 6 book chapters

Recent Publication and Scholarly Works:

- Pye, C., Barbara Pfeiler and Pedro Mateo Pedro. "The acquisition of Mayan languages." *Handbook of Mayan Languages*, edited by Nora England, Judith Aissen and Roberto Zavala, Amsterdam: John Benjamins, 19-42.
- Pye, C., & Pfeiler, B. "A comparative study of the acquisition of nominative and ergative agreement in European and Mayan languages." *Oxford Handbooks in Linguistics. The Oxford Handbook of Ergativity*, edited by J. Coon, D. Massam, & L. D. Travis, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 2

Number of Dissertation and Thesis Committees in Past Five Years: 7

Distinctions and Awards: Fulbright-Garcia Robles program award (August 22, 2015 - December 15, 2015)

NAME: MARTHA RABBANI (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 75%

Department and Tenure Status: Lecturer of Humanities and Western Civilization, Untenured

Education: Ph.D., Humanities, 1999, University Jaume I, Spain

Overseas Experience: Austria; Brazil; Bolivia; Mexico; Portugal; Russia; Spain

Language(s) and Language Proficiency (scale): Portuguese (5); Spanish (5); Persian (4)

Area/International Studies Courses Taught: Education for Peace & Non-Violence

Research and Teaching Specialization: Social development; global democracy; world citizenship; dialogical education

Recent Publication and Scholarly Works:

- "Para quê deveriam educar as universidades?" *Psicologia Actual* 11 (Feb. 2007): 60-64.
- "Como podemos fazer as pazes? Uma contribuição desde a filosofia para a transformação pacífica de conflitos." *Katalysis* 9.1 (Jan/Jun 2006): 117-20.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MARIANA RAMIREZ (associate)

Appointed: 2015

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Preventive Medicine and Public Health, Center Director, Non-Tenure-Track

Education: Licensed Master Social Worker (LMSW)

Research and Teaching Specialization: Cultural and linguistic adaptation of Public Health research interventions

Recent Publications and Scholarly Works:

- Fawcett S, Torres J, Jones L, Moffett M, Bradford K, Ramirez Mantilla M, Cupertino, AP, Bravo de los Rios J, and Collie-Akers V, "Assuring Health Access and Culturally Competent Health Services through the Latino Health for All Coalition." *Health Promotion Practice*, 2018.
- Perales J, Moore T, Fernandez C, Chavez D, Ramirez M, Johnson D, Rsendez J, Bueno C, Vidoni E, "Feasibility of an Alzheimer's disease knowledge intervention in the Latino community." *Ethnicity and Health*, 2018.

NAME: GARY REICH (core)

Appointed: 1995

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Political Science, Tenured

Education: Ph.D., Political Science, University of North Carolina, Chapel Hill, 1995

Overseas Experience: Brazil

Language(s) and Language Proficiency (scale): Spanish (5); Portuguese (4)

Area/International Studies Courses Taught: 1) Latin American Politics; 2) Politics of Development; 3) Seminar in Comparative Politics

Research and Teaching Specialization: Comparative Politics; immigration policy; Latin American politics; political institutions; state politics and policy

Number of Recent Publications: 4 journal articles

Recent Publication and Scholarly Works:

- "Immigrant Legislation, Across and Within the United States." *Research and Politics*, 4, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Number of Dissertation and Thesis Committees in Past Five Years: 10

Distinctions and Awards: Budig Teaching Professor, 2017-2018 academic year

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: BETSAIDA REYES (core)

Appointed: 2013

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Assistant Librarian for Spanish, Portuguese and Latin American and Caribbean Studies, Tenure-Track

Education: M.S.I.S., Library Science, 2013, University of Albany; M.A. Hispanic Literature, 2011, University of Albany

Overseas Experience: Mexico, Guatemala

Language(s) and Language Proficiency (scale): Spanish (5)

Research and Teaching Specialization: Open access; information literacy; collection development policies regarding eBooks in the fields of Spanish and Portuguese languages and literature and Latin American and Caribbean Studies

Number of Recent Publications: 2 journal articles; 1 book chapter

Recent Publications:

- Reyes, B. M. (2016). Area Studies. In K. Sobel (Ed.), *Becoming a Star Subject Specialist: Practical Tips from the Field*. Santa Barbara, CA: Libraries Unlimited.
- Reyes, B. M., Hicks, A., & Maxson, B. K. (in press). "Information Literacy Practices of Spanish-Speaking Graduate Students at the University of Kansas." *Portal: Libraries and the Academy*, 18(3).

NAME: KIMBER RICHTER (associate)

Appointed: 1998

Percent of Time Dedicated to Area/International Studies Courses: 50%

Department and Tenure Status: Professor of Preventive Medicine & Public Health, Tenured

Education: Ph.D., Behavioral Psychology, 1998, University of Kansas

Overseas Experience: Australia; Brazil; Canada; Portugal

Research and Teaching Specialization: Effects of smoking on Latino populations; Pulmonary diseases

Recent Publication and Scholarly Works:

- Hunt JJ, Cupertino AP, Gajewski BJ, Jiang Y, Ronzani TM, Richter KP. Staff commitment to providing tobacco dependence in drug treatment: Reliability, validity, and results of a national survey. *Psychology of Addictive Behaviors*. 2013 Oct 14.[Epub ahead of print] PubMed PMID: 24128292.
- Catley D, Harris KJ, Goggin K, Richter K, Williams K, Patten C, Resnicow K, Ellerbeck E, Bradley-Ewing A, Malomo D, Liston R. Motivational Interviewing for encouraging quit attempts among unmotivated smokers: study protocol of a randomized, controlled, efficacy trial. *BMC Public Health*. 19;12 (2012):456.

Number of Dissertations and Theses Supervised in Past Five Years: 1

Distinctions and Awards: New Investigator/Educator Award, Association for Medical Education and Research on Substance Abuse (AMERSA), 2003; Samuel J. Crumbine Medal for Meritorious Service in Public Health, Kansas Public Health, 2007

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: ISIDRO J. RIVERA (associate)

Appointed: 1992

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of Spanish, Tenured

Education: Ph.D., Comparative Literature, 1989, University of Illinois at Urbana-Champaign

Overseas Experience: Mexico; Spain

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: Composition and Grammar; Textual Analysis; Advanced Grammar and Composition; Advanced Spanish Grammar; Stylistics of Business Spanish

Research and Teaching Specialization: Medieval Spanish narrative, with a special emphasis on the literature of fifteenth-century Spain; Strategies of Publisher Self-identification in the Early Imprints

Number of Recent Publications: 1 journal article

Recent Publication and Scholarly Works:

- Rivera, I. J. "Reading the Passion in Andrés de Li's *Summa de paciencia*". *Revista Hispánica Moderna*, 67(1), 2014, 55-72.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Number of Dissertation and Thesis Committees in Past Five Years: 2

Distinctions and Awards: Travel Research Grant, University of Kansas Office of International Programs, University of Kansas Office of International Programs (Summer 2015 - Present); Cramer Award, in recognition of excellence in teaching, University of Kansas (2002)

NAME: BRIAN ROSENBLUM (associate)

Appointed: 2005

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: KU Libraries (Institute for Digital Research in the Humanities), Tenured

Education: MS, Information, 1999, University of Michigan; MA, English, 1992, Claremont Graduate School

Overseas Experience: Mexico, Haiti, Czech Republic, Slovakia, Serbia, Ukraine, Poland, Hungary, Bulgaria

Language(s) and Language Proficiency (scale): Czech (3), Spanish (1)

Research and Teaching Specialization: Digital Humanities, Digital Publishing, Open Access

Recent Publication and Scholarly Works:

- Lach, Pamella, & Brian Rosenblum (2018). "Sprinting Toward Faculty Engagement: Adopting Project Management Approaches to Build Library-Faculty Relationships." In *Project Management in the Library Workplace*. Emerald Publishing. <http://hdl.handle.net/1808/25652>
- Rosenblum, Brian & Arienne Dwyer (2016). "Co-piloting a digital humanities center: a critical reflection on a libraries-academic partnership." In John W White and Heather Gilbert (Eds.), *Laying the Foundation: Digital Humanities in Academic Libraries*. Purdue University Press. <http://hdl.handle.net/1808/23400>

Distinctions and Awards: Frye Leadership Institute Fellow, Council on Library and Information Resources (2009); Keeler Intra-University Professorship, Spencer Museum of Art, University of Kansas (2010); Budig Outstanding Librarian Award, University of Kansas (2015)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: ANTON ROSENTHAL (core)

Appointed: 1990

Percent of Time Dedicated to CLACS Area Studies: 85%

Department and Tenure Status: Associate Professor of History, Tenured

Education: Ph.D., History, University of Minnesota 1990

Overseas Experience: Uruguay, Argentina, Ecuador, Zambia, Zimbabwe, United Kingdom, Netherlands

Language(s) and Language Proficiency (scale): Spanish (3); Portuguese (2)

Area/International Studies Courses Taught: 1) Society and Culture in Latin America; 2) Cultural History of Modern Latin America; 3) Social History of South America; 4) Colloquium in Workers and Peasants in Latin America

Research and Teaching Specialization: Latin America; public space; urban; streetcar; anarchism; colonialism; social history; comparative history; ethics

Number of Recent Publications: 2 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- “The Streetcar and the Urban Imaginary of Latin America,” *Journal of Urban History*, January 2016, 42:1, 162-179.
- “Moving Between the Global and the Local: The Industrial Workers of the World and their Press in Latin America.” *In Defiance of Boundaries: Anarchism in Latin American History*, edited by G. Laforcade & K. Shaffer, University Presses of Florida, 2015, 72-94.

Number of Dissertation and Thesis Committees in Past Five Years: 13

Distinctions and Awards: Award for Excellence in Teaching, Center for Teaching Excellence (2012)

NAME: AMY E. ROSSOMONDO (core)

Appointed: 2004

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Hispanic Linguistics, 2003, Indiana University

Overseas Experience: Spain

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: 1) Elementary Spanish Conversation; 2) Elementary Spanish I; 3) Elementary Spanish I, Accelerated; 4) Elementary Spanish II; 5) Intensive Elementary Spanish; 6) Intermediate Spanish I; 7) Intermediate Spanish II; 8) Spanish Grammar: Form and Meaning Context; 9) Spanish Phonetics; 10) Spanish for Teachers; 11) Advanced Spanish Conversation

Research and Teaching Specialization: Second language acquisition; foreign language pedagogy; applications of technology to foreign language learning; foreign language teacher development; Hispanic sociolinguistics

Number of Recent Publications: 2 journal articles

Recent Publication and Scholarly Works:

- Rossomondo, Amy E. and Gillian Lord. “The world is not flat, so why are our textbooks? Digital transformations for the real world Spanish language classroom.” *Hispania, Centennial Issue*, 2018.

Number of Dissertation and Thesis Committees in Past Five Years: 6

Distinctions and Awards: Schulenburger Award for Innovation & Advocacy in Scholarly Communication, University of Kansas (2017); John C. Wright Graduate Mentor Award, University of Kansas (2014)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JERRY A. SCHULTZ (associate)

Appointed: 1992

Percent of Time Dedicated to Area/International Studies Courses: 100%

Department and Tenure Status: Life Span Institute, Non-Tenure Track

Education: Ph.D., Anthropology, 1992, University of Kansas, Lawrence, KS

Overseas Experience: Peru; Columbia; Venezuela

Area/International Studies Courses Taught: Special Projects in the Community, Myth Legend and Folk Belief in E. Asia, Building Healthy Communities, Introduction to Anthropology, Peoples and Cultures of North America, Introduction to Plains Ethnography, and Introduction to Cultural Anthropology

Research and Teaching Specialization: Action/Applied Anthropology: Education and health care program evaluation and development, Community and health development. Contemporary Native American Issues: Community development, education and health. Medical Anthropology: Comparative medical systems, shamanism, disability, and epidemiology.

Number of Recent Publications: 9 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- Murphy, F. G., Fawcett, S. B., Schultz, J. A., & Holt, C. (2013). Fundamental Core Concepts in the Community Engagement, Organization, and Development Process. In F. G. Murphy (Ed.), *Community Engagement, Organization, and Development for Public Health Practice* (pp. 1-30). New York: Springer.

Number of Dissertation and Thesis Committees in Past Five Years: 3

Distinctions and Awards: Leading Light Award, University of Kansas (May 1, 2014 - Present)

NAME: ROBERT C. SCHWALLER (core)

Appointed: 2011

Percent of Time Dedicated to CLACS Area Studies: 90%

Department and Tenure Status: Associate Professor of History, Tenured

Education: Ph.D., History, May 2010, Pennsylvania State University

Overseas Experience: Mexico

Language(s) and Language Proficiency (scale): Spanish (5); Nahuatl (1)

Area/International Studies Courses Taught: 1) Intro to Latin American Society and Culture; 2) The History of Mexico; 3) The History of Central America; 4) History of Afro Latin America; 5) Afro-Latin America

Research and Teaching Specialization: Latin America; history; Latin American studies; colonial; African diaspora; indigenous studies; race; ethnicity

Number of Recent Publications: 8 encyclopedic entries

Recent Publication and Scholarly Works:

- Schwaller, Robert C. *Géneros de Gente in Early Colonial Mexico: Defining Racial Difference*. University of Oklahoma Press, 2016.
- Schwaller, Robert C. "'For Honor and Defense': Race and the Right to Bear Arms in Early Colonial Mexico." *The Colonial Latin American Review* 21, no. 2 (2012): 239-266.

Number of Dissertation and Thesis Committees in Past Five Years: 10

Distinctions and Awards: Tony Arnold Faculty Research Stipend, University of Kansas (2014); Fulbright Research Fellowship-Spain (2007 - 2008)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: ROBERTA FREUND SCHWARTZ (associate)

Appointed: 2001

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Music, Tenured

Education: Ph. D., Musicology, 2001, University of Illinois at Urbana-Champaign

Overseas Experience: Spain; United Kingdom

Language(s) and Language Proficiency (scale): Spanish (5)

Research and Teaching Specialization: Music history; African-American popular music; Renaissance music

Number of Recent Publications: 1 journal article; 1 book chapter; 11 encyclopedia entries

Recent Publication and Scholarly Works:

- Schwartz, R. F. "Love and Liberality: Music in the Courts of the Spanish Nobility". In T. Knighton (Ed.), *Brill Companions to the Musical Culture of Medieval and Early Modern Europe. Brill Companion to Music in the Age of the Catholic Monarchs* (pp. 173-204). Brill Academic Publishers, 2016.
- Schwartz, R. F. The Greatest Miracle of San Blas: A Convent as Noble Chapel in Early Modern Spain. In R. M. Stevenson, M. O'Conner, & W. A. Clark (Eds.), *Treasures of the golden age : essays in honor of Robert M. Stevenson* (pp. 357-378). Pendragon, 2012.

Number of Dissertations and Theses Supervised in Past Five Years: 9

Number of Dissertation and Thesis Committees in Past Five Years: 26

Distinctions and Awards: Faculty Research Grant, University of Kansas (March 2012 - May 2012)

NAME: ANTÔNIO R. M. SIMÕES (core)

Appointed: 1992

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Associate Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Ibero-Romance Linguistics, 1987, University of Texas at Austin, Austin, TX; Diplôme d'études approfondies (D.E.A.), Experimental Phonetics, 1980, Institut de Phonétique, Aix-en-Provence, France

Overseas Experience: Canada; England; France; Germany; Italy; Mexico; Spain; Switzerland

Language(s) and Language Proficiency (scale): Portuguese (5); Spanish (5); French (5); Italian (3); Galician (3); Catalan (2); Latin (1)

Area/International Studies Courses Taught: 1) Portuguese for Spanish Speakers; 2) Second Language Acquisition; 3) Spanish Phonetics and Phonology; 4) Structure of Spanish; 5) Advanced Studies in Spanish – Hispanic Linguistics; 6) Advanced Portuguese and Stylistics; 7) 20th Century Brazilian Literature

Research and Teaching Specialization: Spanish and Portuguese applied linguistics, phonology and phonetics; Romance linguistics; reading literacy in Hispanic and Brazilian populations; acoustics of speech; speech instrumentation; analysis of natural speech in discourse; language assessment; second language acquisition

Number of Recent Publications: 1 book; 4 journal articles; 3 book chapters

Recent Publication and Scholarly Works:

- Simões, A. R. M., Carvalho, A. M., & Wiedeman, L. *Português para Falantes de Espanhol – Artigos Selecionados Escritos em Português e Inglês / Portuguese for Spanish Speakers – Selected Articles Written in Portuguese and English*, 2014.
- "Stress assignment contrasted in Spanish and Brazilian Portuguese prosodic non-verbal words." *Courses on Speech Prosody*, edited by A.R. Meireles, Cambridge Scholars Publishing, 2015, 34-51.

Distinctions and Awards: Commander's Award for Public Service, United States Military Academy at West Point, New York (2009); Cramer Award for Research, University of Kansas (2008)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JORGE M. SOBERON (core)

Appointed: 2005

Percent of Time Dedicated to CLACS Area Studies: 100%

Department and Tenure Status: Professor of Ecology & Evolutionary Biology, Tenured; Senior Scientist, Biodiversity Institute

Education: Ph.D., 1982, University of London

Overseas Experience: England; Mexico; Venezuela

Language(s) and Language Proficiency (scale): Spanish (5); French (1)

Area/International Studies Courses Taught: 1) Model Organization of American States; 2) Environmental International Policy in Latin America; 3) Topics in Latin American Studies

Research and Teaching Specialization: Biodiversity patterns at large scales; Niche theory; Biodiversity policy and governance

Number of Recent Publications: 28 journal articles; 1 book chapters

Recent Publication and Scholarly Works:

- Jacob, C., & Jorge, S. "Creating individual accessible area hypotheses improves stacked species distribution model performance." *Global Ecology and Biogeography*, 27, 2018, 156-165.
- Peterson, T., & Soberon, J. L. "Essential biodiversity variables are not global." *Biodiversity and Conservation*, 2017.

Number of Dissertation and Thesis Committees in Past Five Years: 17

Distinctions and Awards: Service Award, Society for Conservation Biology (2015 - Present); Servicios a la Biodiversidad de Mexico, The Office of the President of Mexico (March 2012 - Present)

NAME: GERALDO U. DE SOUSA (associate)

Appointed: 1981

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor of English, Tenured

Education: Ph.D., English, 1982, University of Kansas

Overseas Experience: Brazil; Germany

Language(s) and Language Proficiency (scale): Portuguese (5); French (4); Spanish (4); Italian (2); Medieval Portuguese (1); Galician (1); Old French (1); Latin (1); Middle English (1)

Area/International Studies Courses Taught: Brazilian Literature & Travel; Special Readings in Brazilian Studies; Cidade and Sertão: Brazilian Novel

Research and Teaching Specialization: Luso-Brazilian Studies; Latin American Studies; Mediterranean Studies; cross-cultural approaches to literature; gender; race studies

Recent Publication and Scholarly Works:

- Sousa, G. U. "'My Hopes Abroad': The Local/Global Nexus in Shakespeare's *The Merchant of Venice*." *Shakespeare and Immigration* (pp. 37-57). Ashgate, 2014.
- Sousa, G. "Boundaries in a Globalized World: Shakespeare's *Antony and Cleopatra*." *Renaissance Papers*, 2017, 69-78.

Number of Dissertations and Theses Supervised in Past Five Years: 18

Number of Dissertation and Thesis Committees in Past Five Years: 3

Distinctions and Awards: University of Kansas Research: Mabel S. Fry Award for Teaching Excellence, Department of English (2007)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: RICHARD NILES SPANO (associate)

Appointed: 1975

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Social Welfare, Tenured

Education: Ph.D., Social Work History and Higher Education, 1978, University of Minnesota

Overseas Experience: Costa Rica; India; Korea; Sweden

Area/International Courses Taught: Study Abroad: International Social Work in Costa Rica; Social Work Practice with Children and Adolescents; Crisis Intervention

Research and Teaching Specialization: social work practice; ethical decision making, social work history and philosophy; child sexual abuse

Number of Recent Publications: 6 journal articles

Recent Publications and Scholarly Works:

- Koenig, T. L., Lee, J. L., Fields, K. R., & Spano, R. N. "Older adult and family member perspectives of the decision-making process involved in moving to assisted living." *Qualitative Social Work*, 13(3), 2014.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Distinctions and Awards: The Gene A. and Gretchen Budig Award for Excellence in Teaching in the School of Social Welfare, University of Kansas (2010)

NAME: BELINDA S. STURM (associate)

Appointed: 2006

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Associate Professor of Civil/Environmental/Architectural Engineering, Tenured

Education: Ph.D., Civil Engineering & Geological Sciences, (2005), University of Notre Dame

Overseas Experience: Germany; Italy

Area/International Studies Courses Taught: Wastewater Treatment Plant Design; Introduction to Environmental Engineering

Research and Teaching Specialization: Microbiological processes involved in wastewater treatment; water quality impacts; public health; sustainable biofuel resources

Number of Recent Publications: 15 journal articles

Recent Publication and Scholarly Works:

- Gentry, J., Sturm, B., & Peterson, A. (2016). "Predictive mapping of transmission risk of a soil-transmitted helminth across East Africa: Findings from community prevalence surveys." *Journal of Public Health in Developing Countries*, 2(2), 150-161.
- Yasarer, L., Sturm, B., & White, S. (2016). "Climate change and Kansas water management: Perspectives and opportunities." *Transactions of the Kansas Academy of Science*, 119(2), 113-128.

Number of Dissertations and Theses Supervised in Past Five Years: 35

Number of Dissertation and Thesis Committees in Past Five Years: 15

Distinctions and Awards: The Edward & Thelma Wohlgemuth Endowed Faculty Scholar (2016); Miller Scholar Award, School of Engineering (2016); US Department of Education GAANN Fellowship (2002)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MICHAEL M. SWANN (core)

Appointed: 1991

Percent of Time Dedicated to CLACS Area Studies: 25%

Department and Tenure Status: Associate Professor and Associate Dean of Architecture, Design & Planning, Tenured

Education: Ph.D., Geography, 1980, Syracuse University

Overseas Experience: Mexico

Area/International Studies Courses Taught: 1) City Form in the Americas; 2) Urban Structures

Research and Teaching Specialization: Migration; rural and urban landscapes of the plains; race and class; historical cartography; demography

Number of Dissertations and Theses Supervised in Past Five Years: 12

Number of Dissertation and Thesis Committees in Past Five Years: 7

NAME: M'BALIA THOMAS (associate)

Appointed: 2014

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Assistant Professor of Curriculum and Instruction, Tenure-Track

Education: Ph.D., Second Language Acquisition and Teaching, 2014 (anticipated), University of Arizona

Overseas Experience: Spain

Language(s) and Language Proficiency (scale): Spanish (5); French (1)

Area/International Studies Courses Taught: TESOL; Language, Discourse, and Ideology; Contact, Change & American English

Research and Teaching Specialization: Interaction between language acquisition and the social aspects of foreign language learning; discourses and ideologies around race/ethnicity, class, gender, and space; Study Abroad

Recent Publication and Scholarly Works:

- Thomas, M. "The problematization of racial/ethnic minority student participation in U.S. study abroad." *Applied Linguistics Review, Special Issue: Critiquing Applied Linguistics*, 4(2), 2013: 361-386.
- Thomas, M. "A Dialogic Approach to Supervision in the Practicum ATE-K The Advocate." *ATE-K*, vol. 23, no. 2, 2016.

Distinctions and Awards: Dissertation Fellowship, 1885 Society Graduate Fellow in Arts and Humanities, University of Arizona (2012)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: ANDREW W. TORRANCE (associate)

Appointed: 2005

Percent of Time Dedicated to Area/International Studies Courses: 15%

Department and Tenure Status: Professor of Law, Tenured

Education: J.D., 2000, Harvard Law School; Ph.D., Biology, 1997, Harvard University

Overseas Experience: Canada; Finland; France; Germany; Scotland

Language(s) and Language Proficiency (scale): French (2); German (2); Latin (1); Classical Greek (1)

Area/International Studies Courses Taught: BioLaw; Biodiversity Law; Food and Drug Law; Intellectual Property Law; Managing Innovation and Entrepreneurship

Research and Teaching Specialization: Patent law; intellectual property; food and drug regulation; biotechnology law; big data approaches to law; collaborative innovation

Number of Recent Publications: 11 journal articles; 2 book chapters

Recent Publication and Scholarly Works:

- Torrance, A. W. "Set Innovation Free." *Centre for International Governance Innovation Journal*, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 18

Distinctions and Awards: Fellowship, George Mason 28th Law and Economics Summer Institute (2012); Docking Faculty Scholar, University of Kansas (2009)

NAME: ANTONIO LUCIANO TOSTA (core)

Appointed: 2013

Percent of Time Dedicated to CLACS Area Studies: 90%

Department and Tenure Status: Associate Professor of Spanish & Portuguese, Tenured

Education: Ph.D., Comparative Literature, 2005, Brown University; M.A., Portuguese, 2001, Brown University

Overseas Experience: Brazil

Language(s) and Language Proficiency (scale): Portuguese (5); Spanish (3)

Area/International Studies Courses Taught: 1) Afro Latin American Cultures; 2) Capoeira: Theory and Practice of an Afro-Brazilian Art Form; 3) Brazilian and Afro-Latin American Cultures; 4) Women in Brazilian Literature and Film

Research and Teaching Specialization: Brazilian and Brazilian-American literature, film and music

Number of Recent Publications: 1 book; 2 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- Tosta, Antonio L. *Confluence Narratives: Ethnicity, History, and Nation-Making in the Americas*. Lewisburg, PA: Bucknell University Press, 2016.
- Tosta, Antonio L. "Fictional and Everyday Violence: Brazilian Audience as an Interpretive Community of Brazilian Cinema." *Canadian Journal of Latin American and Caribbean Studies*, vol. 38, no.1, 2013, 17-34

Number of Dissertation and Thesis Committees in Past Five Years: 11

Distinctions and Awards: Jessie Marie Senor Cramer and Ann Cramer Root Faculty Award, The University of Kansas Department of Spanish and Portuguese, May 2017 - Present; Vice Chancellor for Research Book Publication Award, The University of Kansas, January 2016; Fulbright Fellowship, SUNY Buffalo, 1997-1999

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: SUSAN B. TWOMBLY (core)

Appointed: 1985

Percent of Time Dedicated to CLACS Area Studies: 50%

Department and Tenure Status: Professor and Chair of Educational Leadership & Policy Studies, Tenured

Education: Ph.D., Higher Education, 1985, The Pennsylvania State University

Overseas Experience: Canada; Costa Rica; Ecuador; Mexico

Language(s) and Language Proficiency (scale): Spanish (4)

Research and Teaching Specialization: Postsecondary faculty member's careers; international higher education; higher education in Latin America; community colleges; assessment and accreditation

Number of Recent Publications: 2 journal articles; 1 book chapter

Recent Publication and Scholarly Works:

- Kim, Dongbin, Lisa E. Wolf-Wendel, and Susan B. Twombly. "The Role of Citizenship Status in Intent to Leave for Pre-Tenure Faculty." *Journal of Diversity in Higher Education*, vol. 6, no. 4, 2013, 245-260.

Number of Dissertations and Theses Supervised in Past Five Years: 12

Number of Dissertation and Thesis Committees in Past Five Years: 98

Distinctions and Awards: Chair, University of Kansas self-study for HLC reaccreditation (2014); School of Education Service Award (May 2001)

NAME: F. MARÍA VELASCO (associate)

Appointed: 1995

Percent of Time Dedicated to Area/International Studies Courses: 50%

Department and Tenure Status: Associate Professor of Visual Art, Tenured

Education: M.F.A., New Genre, 1993, Art Studio Department, University Of California, Santa Barbara, CA

Overseas Experience: Argentina; Canada; Mexico; Norway; Paraguay; Spain; United Kingdom

Language(s) and Language Proficiency (scale): Spanish (5)

Area/International Studies Courses Taught: Installation and Site-Specific Art

Research and Teaching Specialization: Installation art; contemporary theory and criticism; drawing; life drawing; individual and collective identities

Recent Publication and Creative Works:

- *Spaces Of Conviviality*, Centro Negra, Espacio de Investigación y Creación Contemporánea; Aktuelle Architektur Der Culture Residency Programme of AADK Spain, Blanca, Spain, (July-August 2018)
- *Vanishing Patterns*, Installation at Riad Blanco Hotel & Breaking Patterns, Performance, Bertuchi Café, Green Olive Arts., Morocco (February 2016)
- Velasco, María. *3rd Binational Art Exhibition U.S.-Paraguay*. Asunción, Paraguay: Paraguayan-American Cultural Center, 2003.

Number of Dissertations and Theses Supervised in Past Five Years: 9

Distinctions and Awards: Hall Center Creative Work Fellowship, Hall Center for the Humanities, University of Kansas (2007); Individual Artist Fellowship for Interdisciplinary Art, Kansas Arts Commission (2001)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MARGOT A. W. VERSTEEG (associate)

Appointed: 2004

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor, Department of Spanish & Portuguese, Tenured

Education: Ph.D., Hispanic Languages and Literatures, 1997, Rijksuniversiteit Groningen, Groningen, The Netherlands

Overseas Experience: Argentina; Mexico; The Netherlands; Spain

Language(s) and Language Proficiency (scale): Dutch (5); Spanish (5); French (5); German (4)

Area/International Studies Courses Taught: Transatlantic Hispanic Cultures; Developments in Hispanic Cultures; Advanced Spanish Conversation; National Traditions of Spanish America

Research and Teaching Specialization: 19th and early 20th century Spanish narrative and performance studies; periodical and gender studies; the Spanish civil war; European studies

Recent Publication and Scholarly Works:

- Verstee, M. A. "Good and Bad Fusion in Emilia Pardo Bazan's *El becerro de metal* (1906)." *Jennifer Smith and Lisa Nalbone eds. Intersections of Race, Class, Gender, and Nation in Fin-de-siecle Spanish Literature and Culture*, 2016, pp. 108-122.
- Verstee, M. A. W. "El crítico como héroe: el caso de de Clarín." In D. Dupont & L. Alvarez Castro, *Perfiles de heroism en la literatura hispánica de entresiglos*, edited by D. Dupont & L. Alvarez, 2012, pp. 91-106.

Number of Dissertations and Theses Supervised in Past Five Years: 5

Distinctions and Awards: Cramer Award for Excellence in Research, Department of Spanish and Portuguese, University of Kansas (2016)

NAME: MARTA V. VICENTE (associate)

Appointed: 1998

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor of History, Tenured

Education: Ph.D., History, June 1998, Johns Hopkins University

Overseas Experience: France; Mexico; Puerto Rico; Spain; United Kingdom

Language(s) and Language Proficiency (scale): Spanish (5); Catalan (5); French (1); Italian (1)

Area/International Studies Courses Taught: From Mystics to Feminists: European Women's History from 1600 to the Present; History of Europe: 1789 to the Present; The History of Women and the Family in Europe: 1500 to the Present; History of Feminist Theory

Research and Teaching Specialization: Gender and sexuality in the Iberian world; sex and economy in eighteenth-century Europe; Pornography and Inquisition in 18th-century Mexico and Spain

Recent Publication and Scholarly Works:

- Vicente, M. V. *Debating Sex and Gender in Eighteenth-Century Spain*. Cambridge University Press, 2017.
- Vicente, M. V. "Staging Femininity in Early Modern Spain". *Mapping the Early Modern Hispanic World Essays in Honor of Richard L. Kagan* (pp. 339-59). Cambridge University Press, 2017.

Number of Dissertations and Theses Supervised in Past Five Years: 17

Distinctions and Awards: Best First Book Prize in Spanish and Portuguese history for *Clothing the Spanish Empire*, awarded by the Association of Spanish and Portuguese Historical Studies (2010)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: JACK H. WINEROCK (associate)

Appointed: 1973

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Professor of Music, Tenured

Education: D.M.A., 1972, University of Michigan

Overseas Experience: Argentina; China; Costa Rica; Israel; Paraguay; Poland; South Korea; Venezuela

Language(s) and Language Proficiency (scale): Spanish (3)

Research and Teaching Specialization: New approaches to traditional repertoire from Bach to Prokofieff, preparing new works written in the 20th and 21st centuries, and discovering and preparing nineteenth century American works that are not well known.

Recent Publication and Creative Works:

- *Artist-in-Residence*, Chengdu Conservatory of Music, Chengdu Conservatory of Music, Recital Hall, Chengdu, South Korea, 3 days (October 2016)
- *Master Classes*, Shenyang Academy of Music, Shenyang Conservatory of Music, Shenyang, China, 2 days (October 2015)

Number of Dissertations and Theses Supervised in Past Five Years: 10

Distinctions and Awards: Chancellor's Club Professor of Piano, University of Kansas Endowment Association (October 2012 - July 2017); Kemper Award for Teaching Excellence, University of Kansas (2003)

NAME: KETTY WONG-CRUZ (core)

Appointed: 2006

Percent of Time Dedicated to CLACS Area Studies: 75%

Department and Tenure Status: Associate Professor of Music, Tenured

Education: Ph.D., Ethnomusicology, 2007, The University of Texas at Austin

Overseas Experience: China; Ecuador; Peru; Russia; Spain

Language(s) and Language Proficiency (scale): Spanish (5); Russian (5); French (3); Portuguese (3)

Area/International Studies Courses Taught: 1) Music of Latin America; 2) Music of the Andes; 3) Music in World Cultures

Research and Teaching Specialization: Latin American art, folk, and traditional music; nationalisms; identity; popular music studies; migration; working-class music; the Ecuadorian *pasillo*.

Number of Recent Publications: 1 book; 4 book chapters

Recent Publication and Scholarly Works:

- Wong, K. Music Education in Ecuador. In R. Torres (Ed.), *Music Education in the Caribbean and Latin America*. The National Association of Music Education and R & L Education, 2017.
- Wong, K. "The Ecuadorian Popular Music in Quito: Contesting the National Imaginary". *The Routledge Global Popular Music Series. Made in Latin America. Studies in Popular Music*, edited by C. Spencer & J. Mendivil, Routledge, 2016.
- Wong Cruz, Ketty. *La música nacional. Identidad, mestizaje y migración en Ecuador*. Havana: Casa de las Americas, 2012.

Number of Dissertations and Theses Supervised in Past Five Years: 13

Number of Dissertation and Thesis Committees in Past Five Years: 10

Distinctions and Awards: Member of Ecuador's National Academy of History, Ecuador's National Academy of History (July 2014 - Present); Fulbright U.S. Scholar (Fall 2013 - Spring 2014); LASA-Ecuador book (2013); Casa de las Américas Musicology Award, Casa de las Americas, Havana-Cuba (2010)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: LUA KAMÁL YUILLE (core)

Appointed: 2013

Percent of Time Dedicated to CLACS Area Studies: 20%

Department and Tenure Status: Associate Professor of Law, Tenured

Education: J.D., Columbia University School of Law, 2004

Overseas Experience: Dominican Republic; Honduras; Mexico

Language(s) and Language Proficiency (scale): Spanish (5); Italian (5); Portuguese (1)

Research and Teaching Specialization: Business, property, and immigration law

Number of Recent Publications: 8 journal articles; 4 essays

Recent Publications and Scholarly Works:

- “Dignity Takings in Gangland’s Suburban Frontier.” 92 *Chicago-Kent Law Revue* 793, 2018.
- “Creating a Babel Fish for Rights & Religion: Defining ‘Rights’ Through Sacred Texts.” 26 *Transnational Law & Contemporary Problems* 309, 2016.

Number of Dissertation and Thesis Committees in Past Five Years: 3

Distinctions and Awards: Junior Faculty Teaching Award from the Society of American Law Teachers (2017)

NAME: OMARIS ZAMORA (core)

Appointed: 2017

Percent of Time Dedicated to CLACS Area Studies: 85%

Department and Tenure Status: Associate Professor of Spanish & Portuguese, Tenure-Track

Education: Ph.D., Iberian and Latin American Literatures and Cultures, 2016, University of Texas at Austin

Overseas Experience: Dominican Republic; Puerto Rico; Brazil

Language(s) and Language Proficiency (scale): Spanish (5); Portuguese (5); Catalan (3)

Research and Teaching Specialization: AfroLatina, Black, and Chicana or Latina feminisms; intersectional study of race, gender, and sexuality; African diaspora

Number of Recent Publications: 2 journal articles

Recent Publications and Scholarly Works:

- Zamora, O. “Queerengue: Afrodominicanidad y performance en el merengue callejero del Rey Tulile.” *Caribbean Without Borders: Beyond the Can(n)on’s Range*, 2015.
- Zamora, O. “Refashioning Blackness, Refashioning Our Histories.” *Portal*, vol. 8, no. 1, 2013, 24-25.

Distinctions and Awards: Dominican Studies Institute Archives and Library Research Award, CUNY (2016)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: MICHAEL J. ZOGRY (associate)

Appointed: 2003

Percent of Time Dedicated to Area/International Studies Courses: 25%

Department and Tenure Status: Associate Professor, Religious Studies, Tenured

Education: Ph.D., Religious Studies, 2003, University of California, Santa Barbara

Overseas Experience: Japan

Language(s) and Language Proficiency (scale): German (4); Spanish (4); Biblical Hebrew (4); Cherokee (1)

Research and Teaching Specialization: Religious studies; Indigenous Studies; ritual; Native American cultures; U.S. religious history

Recent Publication and Scholarly Works:

- Zogry, Michael J. "Good Neighbors Are Hard to Find: Play, Sport, Ritual, and Conceptual Impasse." In *Religions in Play: Games, Rituals, and Virtual Worlds*, edited by Philippe Bornet and Maya Burger, pp. 221-245. Zürich: Pano, 2012.
- Zogry, Michael J. *Anetso, the Cherokee Ball Game: At the Center of Ceremony and Identity*. First Peoples: New Directions in Indigenous Studies. University of North Carolina Press, 2010.

Number of Dissertations and Theses Supervised in Past Five Years: 2

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

CLACS AFFILIATED STAFF

NAME: DEBRA BAKER (associate)

Appointed: 2017

Staff Position: CLACS Accounting Specialist

Percent of Time Dedicated to CLACS Program: 25%

Department and Tenure Status: College & Professional Schools Shared Service Center, Non-Tenure-Track

Education: B.S. Business, Indiana University (1987)

NAME: ARON MUCI (core)

Appointed: 2016

Staff Position: CLACS Undergraduate and Outreach Coordinator; Communications Coordinator, Spanish & Portuguese

Percent of Time Dedicated to CLACS Program: 75%

Department and Tenure Status: Center for Latin American & Caribbean Studies, Department of Spanish and Portuguese, Non-Tenure-Track

Education: B.A., Literary and Cultural Studies, University of Oklahoma (2012), M.A. English, University of Kansas (2016).

Overseas Experience: Mexico, Nicaragua, Canada

Language(s) and Language Proficiency (scale): Spanish (2)

Research and Teaching Specialization: U.S. Latinx Literatures; Latin American literatures; Chicana/o Studies; Environmental Writing; Composition & Rhetoric; Ecocriticism; Intersectional study of race, gender, ethnicity, and sexuality; Border Studies;

Professional Experience: Communications Coordinator, CLACS (2016-2017); Communications Coordinator, KU Spanish & Portuguese (2017-2018); Graduate Teaching Assistant, English, University of Kansas (2013-2016); Administrative Intern & Writing Consultant, KU Writing Center (2013-2016); Writing Consultant, University of Oklahoma (2010-2012).

Related Service: Advisor, Latin American Student Union (2018-Present); Unexpected Caribbean Committee (2018); Latinx Staff & Faculty Council (2018-Present); Free State Festival Community Advisory Committee (2018-Present); Undocumented Student Services Committee (2017-Present); Latinx Studies Initiative (2017-Present)

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME: DARRA STUART (associate)

Appointed: 2017

Staff Position: CLACS Administrative Assistant

Percent of Time Dedicated to CLACS Program: 50%

Department and Tenure Status: Center for Latin American & Caribbean Studies; Center for Russian, East European & Eurasian Studies, Non-Tenure-Track

Education: B.A., Environmental Studies, University of Kansas (2017)

Overseas Experience: Germany; Peru, Mexico, Costa Rica, Italy, Australia, Israel, Spain

Language(s) and Language Proficiency (scale): French (3); Hindi (2); Spanish (1)

NAME: STEFANIE TORRES (core)

Appointed: 2017

Staff Position: CLACS Communications Coordinator; Lecturer

Percent of Time Dedicated to CLACS Program: 25%

Department and Tenure Status: Center for Latin American and Caribbean Studies; English, Non-Tenure-Track

Education: B.A. English Writing and Rhetoric, University of Kansas (2009); M.F.A. English, Non-fiction Creative Writing, University of Kansas (2013); Ph.D. English Studies, Non-fiction Creative Writing and Latino Literature Focus, University of Kansas (2018)

Overseas Experience:

Language(s) and Language Proficiency (scale): Spanish (3)

Research and Teaching Specialization: Autobiographical / Memoir Creative Writing; Creative non-fiction; U.S. Latinx Literatures; Latin American literatures; Chicana/o Studies; Composition & Rhetoric; Intersectional study of race, gender, ethnicity, and sexuality; Border Studies

Recent Publication and Scholarly Works:

- “Essay on Tiny Texas Houses,” *Tiny Texas Houses* (2012)
- “Oddities,” *The Whistling Fire* (2011)
- “Holiday Cheer,” *Austin American-Statesman XL Magazine* (2007)
- “Love Amid War and Destruction,” *Austin American-Statesmen* (2007)

Professional Experience: Lecturer, English, University of Kansas (2016-Present); Hall Center for the Humanities Summer Intern (2017; 2016); Graduate Teaching Assistant, English, University of Kansas (2010-2016); Writing Consultant, KU Writing Center (2014-2015); Co-editor-in-chief, *Beecher’s* (2012-2014; 2015-2016); Nonfiction Editor, *Beecher’s* (2011-2012).

Related Service:

Distinctions and Awards: McNair Scholar, St. Edward’s University (2009)

APPENDIX B

CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES

COURSE LIST

APPENDIX B: COURSE LIST

Non-Language Courses				Language Courses	
African and African American Studies	2	Humanities	20	Haitian	35
Accounting	3	Indigenous Studies	21	Kichwa	35
American Studies	3	International Business	21	Miskito	35
Anthropology	4	Journalism	22	Portuguese	36
Architecture	5	Latin American Studies	22	Spanish	37
Architecture and Design	6	Law	27		
Biology	6	Liberal Arts and Sciences	28		
Curriculum and Teaching	6	Linguistics	28		
Dance	8	Management	29		
Diet and Nutrition	8	Marketing	29		
Economics	8	Music	30		
Education Leadership and Policy Studies	8	Nursing	30		
English	9	Peace and Conflict Studies	30		
European Studies	10	Preventative Medicine	30		
Environmental Studies	10	Political Science	30		
Finance	12	Project Management	32		
Film and Media Studies	12	Psychology	32		
Geography	13	Religious Studies	32		
Global and International Studies	15	Sociology	32		
History of Art	18	Social Work	34		
History	18	Women, Gender, and Sexuality Studies	34		
Honors Program	20				

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
<i>African and African Americans Studies</i>														
AAAS 106	HIST 109 LAA 311	The Black Experience Americas	50	3	Alexander, Shawn Leigh	109		109	104		104	X		X
AAAS 177		First Year Seminar: Gender ID: Africa & Diaspora	50	3	Accilien, Cécile	12		12	19		19			
AAAS 301	LAA 318	Portrait 3rd-World Nation: Haiti: Culture and Identity	100	3	Accilien, Cécile	11		11	5		5	X		X
AAAS 301	LAA 318	Haiti: Culture and Identity	100	3	Accilien, Cécile				5		5	X		X
AAAS 320 ●	LAA 302	African-American Studies In: Afro-Latin American Cultures	100	3	Tosta, Antonio Luciano				4		4	X		X
AAAS 323	LAA 302	African-American Studies In: Haiti & The Dominican Republc	100	3	Accilien, Cécile	7		7				X		X
AAAS 323	LAA 302	African-American Studies In: Afro-Latin American Cultures	100	3	Tosta, Antonio Luciano	1		1				X		X
AAAS 560	POLS 669	Race, Gender, and Post-Colonial Discourse	25	3	Denney, Rachel				8		8			
AAAS 570 ●	LAA 311 HIST 579	Slavery in the New World	100	3	Schwaller, Robert C							X	X	X
AAAS 723		Special Topics Africana Stds: Urban Studies Race & Ethnicity	100	3	Tosta, Antonio Luciano		1	1		1	1		X	X
AAAS 723		Special Topics Africana Stds: Cuba in the Americas	25	3	Lang, Clarence				1	4	5			

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AAAS 774		Topic Lit Africa & African Diaspora	25	3	Graham, Maryemma								X	X
Accounting														
ACCT 400	FIN 420	International Finance	25	3	Anderson, Christopher				9		9			
American Studies														
AMS 260		America's Latinos/ Latinas	50	3	Kim, Joo Ok	42		42	18		18	X		X
AMS 332	SOC 332	United States in Global Context	25	3	Pence, Ray				25		25	X		X
AMS 332	SOC 332	United States in Global Context	25	3	Flores, Ruben	24		24	8		8			
AMS 332	SOC 332	United States in Global Context	25	3	Chappell, Benjamin	14		14				X		X
AMS 332	SOC 332	United States in Global Context	25	3	Cheddadi, Saoussen				31		31	X		X
AMS 332	SOC 332	United States in Global Context	25	3	Lazaro Moreno, Jaime Caleb							X		X
AMS 344		Case Study in American Studies: Trump & Making the Border Wall	25	3	Flores, Ruben				7		7			
AMS 344		Case Study in American Studies: Chicano/a Movements	25	3	Perreira, Christopher Michael	4		4						
AMS 344		Case Study in American Studies: Chicano/a Movements	25	3	Pence, Ray							X		X
AMS 696		Studies in: Race/Gender/ Work Globalization	25	3	Kim, Joo Ok	1	3	4						
AMS 696		Studies In: Trump & Making the Border Wall	25	3	Flores, Ruben					1	1			

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AMS 696		Studies In: Urban Studies Race & Ethnicity	25	3	Lang, Clarence				1		1			
AMS 998		Studies in: Race/Gender/Work Globalization	25	3	Kim, Joo Ok	1		1						
Anthropology														
ANTH 160	ANTH 360	Varieties of Human Experience	25	3	Metz, Brent				253		253	X		X
ANTH 160		Varieties of Human Experience	25	3	Dean, Bartholomew	582		582				X		X
ANTH 162		Varieties of Human Experience Hr	25	3	Metz, Brent							X		X
ANTH 162		Varieties of Human Experience Hr	25	3	Dean, Bartholomew							X		X
ANTH 201		Culture and Health	25	3	Sanchez Diaz, Silvia Maria	50		50				X		X
ANTH 301		Anthropology Through Films	25	3	Gibson, Jane W.	30		30	52		52			
ANTH 304		Fundamentals of Physical Anthropology	25	3	Beaty, Kristine				51		51			
ANTH 304		Fundamentals of Physical Anthropology	25	3	David, Randy	75		75						
ANTH 320		Language in Culture& Society	25	3	Duncan, Philip				41		41	X		X
ANTH 321		Language in Culture& Society Hr	25	3	Herzfield, Anita				8		8			
ANTH 360	ANTH 160	Varieties of Human Experience	25	3	Metz, Brent				253		253	X		X
ANTH 360	ANTH 160	Varieties of Human Experience	25	3	Dean, Bartholomew	328		328				X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
ANTH 367		Intro to Economic Anthropology	25	3	Gibson, Jane W.	9		9	5		5			
ANTH 379 ● ○		Indigenous Traditions Latin Am	100	3	Metz, Brent	10		10						
ANTH 382		People and the Rain Forest	100	3	Dean, Bartholomew				35		35			
ANTH 462		Field Methods in Cultural Anthropology	25	3	Gibson, Jane W.	9		9						
ANTH 465		Genocide and Ethnocide	25	3	Dean, Bartholomew	23		23						
ANTH 544		Origins of Native Americans	25	3	Crawford, Michael H.	10	7	24						
ANTH 561 ● ○		Indgnos Devlpmnt Latin America	100	3	Metz, Brent	6		6						
ANTH 704		Current Cultural Anthropology	25	3	Dean, Bartholomew				2	10	12			
ANTH 736	LING 308 LING 708	Linguistic Analysis	25	3	Pye, Clifton L.								X	X
ANTH 783 ●		Doing Enthography	25	3	Metz, Brent	1	11	12						
Architecture														
ARCH 600		Special Topics in Architecture: Sustainable Urbanism	25	3	Ferdous, Farhana	18		18	10		10			
ARCH 600		Special Topics in Architecture: Designing Healthy Communities	25	3	Ferdous, Farhana	16		16	18		18			
ARCH 600		Special Topics in Architecture: Sustainable Urbanism	25	3	Lawless, Julie Williams							X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
● Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Architecture and Design														
ADS 532		Study Abroad: Design in Miami and Havana	50	2	Hossler, Tim	16		16						
ADS 533		Study Abroad Documentation: Design in Miami and Havana	50	2	Hossler, Tim	11		11						
Biology														
BIOL 420		Seminar: Environmental Justice	25	3	Pierotti, Ray	13		13				X		X
BIOL 420	BIOL 477	Seminar: Ecology and Global Change	25	3	Ward, Joy Kirsten	5		5						
BIOL 477	BIOL 420	Seminar: Ecology and Global Change	25	3	Ward, Joy Kirsten	13		13						
BIOL 625		Behavioral Ecology & Sociobiology	25	3	Pierotti, Ray	8		8				X		X
BIOL 630		Conservation and Wildlife Biology	25	3	Soberon, Jorge	23		23				X		X
BIOL 701		Topics In: Environmental Justice	25	3	Pierotti, Ray		1	2						
BIOL 701	EVRN 645	Native and Western Views of Nature	25	3	Pierotti, Ray				1	2	3			
Curriculum and Teaching														
C&T 331		Inst Apr ESOL Lnrs Mid/Sec Cl	25	3	Markham, Paul L.	17	1	18						
C&T 501		Student Teaching Practicum in: Secondary Forgn Lang	25	1 to 6	Gonzalez-Bueno, Manuela		7	7	3		3	X		X
C&T 530		Curr&Instr Foreign Lang Clsrms	25	3	Gonzalez-Bueno, Manuela	5	3	8						
C&T 544		Adv Prc:Situating Foreign Lang	25	3	Gonzalez-Bueno, Manuela	4	7	18				X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
C&T 598		Special Course: Second Language Acquisition	25	3	Markham, Paul L.	1		1						
C&T 820		Methods of TESOL	25	3	Rocha, Lonna		7	7					X	X
C&T 820		Methods of TESOL	25	3	Cho, Hey Sun		8	8		12	12		X	X
C&T 820		Methods of TESOL	25	3	Rice, Mary Frances		8	8		9	9		X	X
C&T 820		Methods of TESOL	25	3	Markham, Paul L.					10	10		X	X
C&T 820		Methods of TESOL	25	3	Gonzalez-Bueno, Manuela					14	14		X	X
C&T 821		Assesment in TESOL	25	3	Markham, Paul L.	1	4	5					X	X
C&T 821		Assesment in TESOL	25	3	Rice, Mary Frances		7	7					X	X
C&T 821		Assesment in TESOL	25	3	Rocha, Lonna		5	5		12	12		X	X
C&T 822		Sec Lang Acquistn in TESOL Educators	25	3	White, Steven Hugh		1	1					X	X
C&T 822		Sec Lang Acquistn in TESOL Educators	25	3	Markham, Paul L.		13	13		26	26		X	X
C&T 822		Sec Lang Acquistn in TESOL Educators	25	3	Rocha, Lonna		9	9		4	4		X	X
C&T 824		Problems in 2nd Language Instruction	25	3	Rocha, Lonna		7	7		11	11		X	X
C&T 824		Problems in 2nd Language Instruction	25	3	Fox, Edward Bruce		9	9		11	11		X	X
C&T 824		Problems in 2nd Language Instruction	25	3	Cho, Hey Sun					9	9		X	X
C&T 825		Advanced Practicum in TESOL	25	3	Thomas, M Balia		1	1		2	2		X	X
C&T 825		Advanced Practicum in TESOL	25	3	Rocha, Lonna		8	8		4	4		X	X
C&T 825		Advanced Practicum in TESOL	25	3	Peter, Lizette					4	4		X	X

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
C&T 826		Ling Analysis TESOL Educators	25	3	Gonzalez-Bueno, Manuela		7	7		22	22		X	X
C&T 826		Ling Analysis TESOL Educators	25	3	Markham, Paul L.					8	8			
C&T 829		TESOL in Global Context	25	3	Peter, Lizette								X	X
C&T 829		Seminar in: The Internationalized Curriculum	25	3	Thomas, M Balia					5	5			
Dance														
DANC 330		Approaches to World Dance	25	3	Moreno, James	17		17	35		35	X		X
DANC 330		Approaches to World Dance	50	3	Hayes, Michelle							X		X
DANC 490		Intro Flamenco Dance Technique	100	3	Hayes, Michelle				31		31	X		X
Diet and Nutrition														
DN 841		International Nutrition	25	3	Barkley, Rachel I		19	19		19	19			
Economics														
ECON 604		International Trade	25	3	Comolli, Paul M	25	5	30						
ECON 604		International Trade	25	3	Molinas Sosa, Luis Antonio				60	2	62	X	X	X
ECON 605		International Finance	25	3	Hu, Jingzian	44		44	44		44	X	X	X
Education Leadership and Policy Studies														
ELPS 830		Foundation Multicultural Educ	25	3	Ng, Jennifer C	24		24	35		35			
ELPS 830		Foundation Multicultural Educ	25	3	Ng, Jennifer C		12	12	31		31			

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
ELPS 830		Foundation Multicultural Educ	25	3	Richards IV, Dean D.								X	X
English														
ENGL 177		First Year Seminar: Storytelling for a Better World	25	3	Caminero-Santangelo, Marta	19		19						
ENGL 305	ISP 305	World Indigenous Literatures	25	3	Warrior, Robert Allen	12		12						
ENGL 306	GIST 306	Global Environmental Literature	25	3	Brown, Creighton Nicholas				15		15	X		X
ENGL 306	GIST 306	Global Environmental Literature	25	3	Echterling, Clare	69		69				X		X
ENGL 306	GIST 306	Global Environmental Literature	25	3	Drake, Phillip	10		10	18		18	X		X
ENGL 306	GIST 306	Global Environmental Literature	25	3	Weatherford, Jessica				48		48	X		X
ENGL 328	LAA 315 LAA 314 LAA 701 ENGL 701 FMS 302 FMS 702	Latin Am Immigration in Lit & Film	100	3	Falicov, Tamara Leah; Caminero-Santangelo, Marta				9		9	X		X
ENGL 573		U.S. Latina/o Literature: Latina Writers	100	3	Caminero-Santangelo, Marta	15		15						
ENGL 590	EVRN 420 EVRN 720 ISP 804	Studies in: Global Environmental Justice	25	3	Santangelo, Byron				1		1			

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
● Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
ENGL 690		Studies In: Ecocritical Digital Humanities	25	3	Fitzgerald, Stephanie				3	5	8			
ENGL 701	LAA 315 LAA 314 LAA 701 ENGL 328 FMS 302 FMS 702	Latin Am Immigration in Lit & Film	100	3	Falicov, Tamara Leah; Caminero-Santangelo, Marta					4	4		X	X
ENGL 790		Studies in: Indigenous Issues	25	3	Fitzgerald, Stephanie					2	2			
ENGL 970		Seminar in: American Literature: Latin American/ Latinx Lit of Trauma and Testimony	100	3	Caminero-Santangelo, Marta					10	10			
ENGL 980	PSYC 993	Seminar in: Decolonizing Knowledge	50	3	Santangelo, Byron		8	8					X	X
European Studies														
EURS 565		The Literature of Human Rights	25	3	Janzen, Marike	2		2				X		X
Environmental Studies														
EVRN 140		Global Env I: Discovering Environmental Change	25	3	Brox, Ali	13		13						
EVRN 140		Global Env I: Discovering Environmental Change	25	3	Lipsman, Jake	19		19						
EVRN 140		Global Env I: Discovering Environmental Change	25	3	McClure, Trina	38		38						

APPENDIX B: COURSE LIST

Latin American / Caribbean and Global Studies Content Non-Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
EVRN 140		Global Env I: Discovering Environmental Change	25	3	Cushman, Gregory				10		10	X		X
EVRN 140		Global Env I: Discovering Environmental Change	25	3	Klinger, Patrick				37		37	X		X
EVRN 140		Global Env I: Discovering Environmental Change	25	3	Cooper, David				37		37	X		X
EVRN 142		Global Env II: Ecology of Human Civilization	25	3	Lipsman, Jake	34		34						
EVRN 142		Global Env II: Ecology of Human Civilization	25	3	McClure, Trina	35		35						
EVRN 142		Global Env II: Ecology of Human Civilization	25	3	Cooper, David				39		39	X		X
EVRN 142		Global Env II: Ecology of Human Civilization	25	3	Klinger, Patrick				40		40	X		X
EVRN 144		Global Env II: Discovering Environmental Change, Hn	25	3	Van DerVeen, Cornelis	7		7	9		9	X		X
EVRN 144		Global Env II: Discovering Environmental Change, Hn	25	3	Cushman, Gregory				4		4	X		X
EVRN 145		Global Env II: Ecology of Human Civilization, Hn	25	3	Van DerVeen, Cornelis	6		6	7		7	X		X
EVRN 145		Global Env II: Ecology of Human Civilization, Hn	25	3	Brox, Ali							X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
EVRN 420		Topics Environmental Studies: Native & Western Views of Nature	25	3	Pierotti, Ray		2	2						
EVRN 420		Topics Environmental Studies: Indigenous Environmental Justice	25	3	Pierotti, Ray	5		5						
EVRN 420	ENGL 590 EVRN 720 ISP 804	Topics Environmental Studies: Global Environmental Justice	25	3	Santangelo, Byron	13		13	12		12	X		X
EVRN 519 ● ○	SOC 509	Sociology of Global Food	25	3	Stock, Paul V	14		14	12		12		X	X
EVRN 645	BIOL 701	Native and Western Views of Nature	25	3	Pierotti, Ray				1	2	3			
EVRN 720		World Environmental History	25	3	Cushman, Gregory					2	2		X	X
EVRN 720	ISP 804	Global Environmental Justice	25	3	Santangelo, Byron					1	1		X	X
Finance														
FIN 420	ACCT 400	International Finance	25	3	Anderson, Christopher	103		103	106		106	X		X
Film and Media Studies														
FMS 177		First Year Seminar: Global Film Festivals	25	3	Falicov, Tamara Leah				19		19			
FMS 302		Undergraduate Studies Semnr In: Native/ Indigenous Film & Media	25	3	Miner, Joshua David				8		8			

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
FMS 302		Undergraduate Studies Semnr In: Global Film Festivals	25	3	Falicov, Tamara Leah	8		8						
FMS 302	ENGL 328 LAA 314 LAA 315 LAA 701	Latin Am Immigration in Lit & Film	100	3	Falicov, Tamara Leah; Caminero-Santangelo, Marta				3		3	X		X
FMS 316		Cinemas of the Southern Cone	100	3	Falicov, Tamara Leah	16		16				X		X
FMS 620		International Women Filmmakers	25	3	Preston, Catherine Lee				5		5			
FMS 702		Graduate Seminar in: Native/Indigenous Film & Media	25	3	Miner, Joshua David					2	2			
FMS 702	LAA 315 LAA 314 LAA 701 ENGL 328 FMS 302 ENGL 701	Latin Am Immigration in Lit & Film	100	3	Falicov, Tamara Leah; Caminero-Santangelo, Marta								X	X
FMS 716		Cinemas of the Southern Cone	100	3	Falicov, Tamara Leah		3	3					X	X
FMS 902		Film Seminar In: Transnational Film Cultures	25	3	Baskett, Michael		4	4						
Geography														
GEOG 100		World Regional Geography	25	3	Herlihy, Peter	185		185	91		91	X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
GEOG 100		World Regional Geography	25	3	Diener, Alexander	182		182	92		92	X		X
GEOG 100		World Regional Geography	25	3	Charron, Austin	185		185						
GEOG 100		World Regional Geography	25	3	Grote, Katelyn Marie				104		104			
GEOG 100		World Regional Geography	25	3	Cameron, Stephen Robert				179		179	X		X
GEOG 100		World Regional Geography	25	3	Taylor Tappan							X		X
GEOG 354		Globalization: A Geographical Approach	25	3	Warf, Barney				10		10			
GEOG 370		Intro to Cultural Geograhpy	25	3	Johnson, Jay T.	15		15				X		X
GEOG 370		Intro to Cultural Geograhpy	25	3	Henkin, Samuel David				8		8	X		X
GEOG 570 ● ○		Geography of American Indians	25	3	Herlihy, Peter				13		13	X		X
GEOG 591 ● ○	LAA 516	Geography of Latin America	100	3	Herlihy, Peter	5	1	6	6	2	8	X		X
GEOG 601		Indigenous Peoples of the World	25	3	Johnson, Jay T.	1	3	4						
GEOG 771		Topics in Cultural Geography:	25	3	Egbert, Stephen				2	3	5			
GEOG 771		Topics in Cultural Geography: Post Colonial Geographies	25	3	Johnson, Jay T.		10	10						
GEOG 791		Latin American Regions: The Columbian Exchanges	100	3	Herlihy, Peter		6	6						

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● Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
GEOG 805		History of Geographic Thought	25	3	Johnson, Jay T.		9	9						
GEOG 980		Seminar in Geography: Colloquium	25	1	Brown, John Christopher		27	27						
Global and International Studies														
GIST 210		Culture and Health	25	3	Rhine, Kathryn	1		1				X		X
GIST 210		Culture and Health	25	3	Sanchez Diaz, Silvia Maria				9		9	X		X
GIST 210		Culture and Health	25	3	Dawson, Symantha				26		26	X		X
GIST 210		Culture and Health	25	3	Englert, Paige				18		18	X		X
GIST 211		Culture and Health, Hn	25	1	Rhine, Kathryn				3		3	X		X
GIST 220		Intro Global & International Studies	25	3	Adamson, Erin	90		90				X		X
GIST 220		Intro Global & International Studies	25	3	Tiwari, Geetanjali	34		34	34		34	X		X
GIST 220		Intro Global & International Studies	25	3	Bailey, Sonya Merwin				28		28	X		X
GIST 220		Intro Global & International Studies	25	3	Lagotte, Brian							X		X
GIST 306	ENGL 306	Global Environmental Literature	25	3	Echterling, Clare	17		17				X		X
GIST 306	ENGL 306	Global Environmental Literature	25	3	Drake, Phillip	6		6				X		X
GIST 306	ENGL 306	Global Environmental Literature	25	3	Weatherford, Jessica				28		28	X		X
GIST 306	ENGL 306	Global Environmental Literature	25	3	Brown, Creighton Nicholas							X		X
GIST 308		Key Themes Modern Global Hist	25	3	Rosenthal, Anton	2		2				X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
GIST 314		Globalization:History & Theory	25	3	Jahanbani, Sheyda	6		6				X		X
GIST 354		Globalization: A Geographical Approach	25	3	Warf, Barney				4		4			
GIST 495		Global Internship	25	3	Wuthrich, Mike	4		4						
GIST 495		Global Internship	25	3	Kennedy, John James				3		3			
GIST 529	SOC 529	Globalization	25	3	Antonio, Robert J				6		6	X		X
GIST 529	SOC 529	Globalization	25	3	Hanley, Eric				6		4	X		X
GIST 550		Issues in Global Studies: Sin Cities	25	3	Rosenthal, Anton	7		7						
GIST 550		Issues in Global Studies: Global Environmental Literature	25	3	Echterling, Clare	3		3						
GIST 550		Issues in Global Studies: Global Feminism	25	3	Vanderhurst, Stacey Leigh	3		3						
GIST 550		Issues in Global Studies: Wealth, Power, and Inequality	25	3	Kim, Changhwan				6		6			
GIST 550		Issues in Global Studies: Environmental Sociology	25	3	Stock, Paul V				1		1			
GIST 550		Issues in Global Studies: Political Geography	25	3	O'Lear, Shannon				3		3			
GIST 550		Issues in Global Studies: Sociology of Health and Medicine	25	3	Saint Onge, Jarron M				1		1			
GIST 550	SOC 425	Issues in Global Studies: Sociology of Global Health	25	3	Agadjanian, Victor				4		4			
GIST 550		Issues in Global Studies: International Migration	25	3	Avdan, Nazli				9		9			

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
GIST 550		Issues in Global Studies: International Political Economy	25	3	Webb, Clayton McLaughlin				2		2			
GIST 550	LAA 317 POL 512	Issues in Global Studies: Politics & Problem of Dev Countries	50	3	Reich, Gary Matthew	7		7	5	1	6	X		X
GIST 550		Issues in Global Studies: Sustainable Food Systems & Food Security	25	3	Chikanda, Abel				1		1	X		X
GIST 550		Issues in Global Studies: Race, Gender & Postcolonial Discourse	25	3	Denney, Rachel							X		X
GIST 560		The Literature of Human Rights	25	3	Janzen, Marike				1		1			
GIST 601		Indigenous Peoples of the World	25	3	Johnson, Jay T.	5		5						
GIST 610		Interdisciplinary Methods Global Context	25	3	Lagotte, Brian				49		49			
GIST 686	POL 686	International Human Rights	25	3	Omelicheva, Mariya				7		7	X		X
GIST 701		Approaches to International Studies	25	3	Wuthrich, Mike					14	14			
GIST 702		Globalization	25	3	Hanley, Eric		27	27		22	22		X	X
GIST 704		Global Cultures and Societies	25	3	Budd, Darlene Marie	1	5	6						
GIST 705		Globalization in History	25	3	Jahanbani, Sheyda		2	2						
GIST 710		Interdisciplinary Research Methods Global Context	25	3	Mizumara, Ayako					6	6			

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
History of Art														
HA 505		Special Study: Critic Perspectives on Museums	25	3	Mesick, Cassandra Lynn	6	2	8						
HA 706		Smnr Spcl Prbs in Art History: Modern Artists & Their Travels	25	3	Eldredge, Charles C.		6	12						
HA 706		Smnr Spcl Prbs in Art History: Modern Artists & Their Travels	25	3	Keneko, Maki					9	9			
HA 965		Seminar in American Art: Modern Artists & Their Travels	25	3	Eldredge, Charles C.		4	4						
History														
HIST 107		Intro to the Ancient World	25	3	Hill, David Allen				32		32			
HIST 109	AAAS 106	The Black Experience Americas	50	3	Alexander, Shawn Leigh	109		109	104		104	X		X
HIST 120 ●		Colonial Latin America	100	3	Schwaller, Robert C	25		25	17		17	X		X
HIST 124		Latin American Culture&Society	100	3	Nascimento Gregoire, Joao Batista Batista				38		38			
HIST 124		Latin American Culture&Society	100	3	Sevilla, Ximena	13		13						
HIST 124 ●		Latin American Culture&Society	100	3	Schwaller, Robert C				34		34			
HIST 177 ●		First Year Seminar: Latin American Mythologies	100	3	Schwaller, Robert C	11		11						
HIST 303		Sin Cities	25	3	Rosenthal, Anton	23		23						

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
HIST 308		Key Themes Modern Global Hist	25	3	Rosenthal, Anton	28		28						
HIST 314		Globalization: History & Theory	25	3	Jahanbani, Sheyda	31		31				X		X
HIST 326 ●		Native Am Civs & European Counterparts	50	3	Schwaller, Robert C				54		54			
HIST 326		Native Am Civs & European Counterparts	50	3	Moreno, Brian							X		X
HIST 368 ●		A History of Afro-Latin Amerca	100	3	Schwaller, Robert C	18		18						
HIST 371	LAA 311	Tequila, Tango, Carnival, City	100	3	Rosenthal, Anton				30		30	X		X
HIST 512	HIST 512, HUM 552, ISP 552	Foodways: Latin American	100	3	Mihesuah, Devon Abbott	7	1	8	15		15	X		X
HIST 574 ●	LAA 311 AAAS 574	Slavery in the New World	100	3	Schwaller, Robert C							X	X	X
HIST 579		The History of Brazil	100	3	Kuznesof, Elizabeth	12	2	14	7		7	X	X	X
HIST 580	LAA 602	Economic History of Latin America	100	3	Kuznesof, Elizabeth				11	2	13	X	X	X
HIST 696		Seminar In: World History	25	3	Scott, Erik R									
HIST 696		Seminar In: World History	25	3	Kuznesof, Elizabeth	8		8				X	X	X
HIST 696		Seminar In: Citizenship: Race, Gender, Class	25	3	Kuznesof, Elizabeth				9		9			
HIST 705		Globalization in History	25	3	Jahanbani, Sheyda	2	9	11						
HIST 800 ●		Readings in: Latin Amer History	100	1 to 8	Schwaller, Robert C		2	2		1	1		X	X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
HIST 800		Readings in: Latin Amer History	100	1 to 8	Kuznesof, Elizabeth								X	X
HIST 800		Readings in: Latin Amer History	100	1 to 8	Rosenthal, Anton								X	X
HIST 801		Graduate Colloquium in History: Atlantic World	25	3	Corteguera, Luis; Ochwada, Hannington				1	6	7			
HIST 806	EVRN 720	World Environmental History	25	3	Cushman, Gregory					6	6		X	X
HIST 883		Ethnohistory of the Americas	50	3	Schwaller, Robert C					9	9			
Honors Program														
HNRS 310		University Scholars Seminar: Storytelling for a Better World	100	3	Caminero-Santangelo, Marta	20		20						
HNRS 320		Global Scholars Seminar	25	3	MacGonagle, Elizabeth Lee	15		15						
HNRS 320		Global Scholars Seminar	25	3	Peterson, Andrew Townsend				12		12	X		X
Humanities														
HUM 304		World Literature I	25	3	Cotten-Spreckelmeyer, Antha				13		13			
HUM 308		World Literature II	25	3	Fourny, Diane R.	6		6						
HUM 312		World Literature III	25	3	Wilson, Aimee Armande				10		10			
HUM 312		World Literature III	25	3	Botkin, Richard D							X		X
HUM 366		Fat, Food & Body in Global Perspectives	25	3	Forth, Christopher				5		5			
HUM 552	ISP 552	Foodways: Latin America	100	3	Mihesuah, Devon Abbott	4		4	3		3	X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Indigenous Studies														
ISP 305	ENGL 305	World Indigenous Literatures	25	3	Warrior, Robert Allen	5		5						
ISP 552 ●	HUM 552	Foodways: Latin America	100	3	Mihesuah, Devon Abbott	4		4	3		3	X		X
ISP 601		Indigenous Peoples of the World	25	3	Johnson, Jay T.	1	2	2						
ISP 804		Special Topics: Postcolonial Geographies	25	3	Johnson, Jay T.		1	1						
ISP 804		Special Topics: Indigenous Studies Theory	25	3	Warrior, Robert Allen		3	3						
ISP 804	EVRN 420 EVRN 720 ENGL 590	Special Topics: Global Environmental Justice	25	3	Santangelo, Byron								X	X
ISP 807 ●		Intrnshp Indigenous Natns Stds	25	1 to 6	Fitzgerald, Stephanie		1	1						
International Business														
IBUS 400		Marketing in Global Environment	25	3	Mishra, Sanjay	5		5	1		1	X		X
IBUS 400		Global Business and Society	25	3	Mishra, Sanjay				1		1			
IBUS 410		Intro to International Business	25	3	Karney, Dennis	29		29						
IBUS 410		Intro to International Business	25	3	Huang, Yan				26		26	X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
IBUS 410		Intro to International Business	25	3	Kim, Minyoung	92		92	92		92	X		X
IBUS 415 ● ○	LAA 302 LAA 317	Business in Latin America	100	3	Birch, Melissa H.	6		6	17		17	X		X
IBUS 480		International Management	25	3	Nguyen, Truc Quang	16		16						
IBUS 480		International Management	25	3	Galindau, Daniel	60		60	91		91	X		X
IBUS 718		International Business	25	3	Chi, Tailan		16	16		28	28			
IBUS 718		International Business	25	3	Birch, Melissa H.		80	80		128	128		X	X
IBUS 721 ● ○	LAA 602	Business in Latin America	100	3	Birch, Melissa H.	2	3	5						
IBUS 730		International Business Strategy	25	3	Galindau, Daniel		7	7		3	3			
IBUS 741 ● ○		Business Practices in Latin America	100	3	Phillips, Alee		17	17		19	19		X	X
IBUS 802		International Business	25	3	Birch, Melissa H.		31	31						
IBUS 802		International Business	25	3	Galindau, Daniel		31	31		25	25		X	X
IBUS 895		Grad Sem International Business: Doing Business in Panama	100	3	Woody, Roger								X	X
Journalism														
JOUR 590		International Journalism	25	3	Vu, Hong	28		28	60		60	X		X
JOUR 590		International Journalism	25	3	Barnett, Barbara	29		29						
JOUR 613		International Strategic Communication	25	3	Barnett, Barbara	35		35	35		35			
Latin American Studies														
LAA 100	HIST 124	Latin American Culture & Society	100	3	Hentzler, Joey	33		33						

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LAA 100	HIST 124	Latin American Culture&Society	100	3	Sevilla, Ximena	17		17						
LAA 100	HIST 124	Latin American Culture&Society	100	3	Nascimento Gregoire, Joao Batista Batista				44		44			
LAA 100 ●	HIST 124	Latin American Culture&Society	100	3	Schwaller, Robert C				26		26	X		X
LAA 177		First Year Seminar: Gender ID: Africa & Diaspora	50	3	Accilien, Cécile	5		5						
LAA 177 ●		First Year Seminar: Latin American Mythologies	100	3	Schwaller, Robert C	7		7						
LAA 300 ●		Intrdsplnry Thems Lat Amr Stds	100	3	Schwaller, Robert C	16		16	4		4			
LAA 300		Intrdsplnry Thems Lat Amr Stds	100	3	Herlihy, Laura Hobson	21		21	15		15	X		X
LAA 300		Intrdsplnry Thems Lat Amr Stds	100	3	Moreno, Brian							X		X
LAA 302	LAA 310 LAA 318	Topcs Latin American Area Std: People & Cultures of Miskito Coast	100	3	Herlihy, Laura Hobson	4		4				X		X
LAA 302	LAA 318	Topcs Latin American Area Std: Cuba in the Americas	100	3	Accilien, Cécile	10		10						
LAA 302	LAA 315	Topcs Latin American Area Std: Music of Latin America	100	3	Wong, Ketty	13		13						
LAA 302	LAA 315	Topcs Latin American Area Std: Colloquium Latin American Film	100	3	Acosta Morales, Rafael	2		2						

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LAA 302	LAA 313	Topcs Latin American Area Std: Brazilian Culture	100	3	Tosta, Antonio Luciano	4		4						
LAA 302	LAA 317	Topcs Latin American Area Std: Portrait of a Third-Wrld Natn: Haiti	100	3	Accilien, Cécile	3		3	6		6			
LAA 302	LAA 317 IBUS 415	Topcs Latin American Area Std: Business in Latin America	100	3	Birch, Melissa H.	6		6	4		4			
LAA 302	LAA 313	Topcs Latin American Area Std: History of Brazil	100	3	Kuznesof, Elizabeth				3		3			
LAA 311	HIST 371	Tequila, Tango, Carnival, City	100	3	Rosenthal, Anton				1		1	X		X
LAA 311	HIST 578	The History of Brazil	100	3	Kuznesof, Elizabeth							X		X
LAA 311 ●	HIST 374 AAAS 574	Slavery in the New World	100	3	Schwaller, Robert C							X		X
LAA 312	PORT 177	The Amazon: Environmental Issues in Literature and Film	100	3	Tosta, Antonio Luciano							X		X
LAA 312	SPAN 346	Transatlantic Hispanic Cultures	100	3	Bayliss, Robert							X		X
LAA 312	SPAN 346	Transatlantic Hispanic Cultures: Present Argentine Literature & Film	100	3	Garibotto, Veronica							X		X
LAA 312	SPAN 346	Transatlantic Hispanic Cultures: Realisms in Latin American Literatures	100	3	Versteeg, Margot							X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LAA 312	SPAN 429	Spanish Phonetics	100	3	Simoes, Antonio R.							X		X
LAA 312	SPAN 448	Spanish Language and Culture for Business for Business	100	3	Arias, Santa							X		X
LAA 312	SPAN 462	20th C. Spanish-American Studies	100	3	Arias, Santa							X		X
LAA 312	SPAN 463	National Traditions in Spanish America	100	3	Garibotto, Veronica							X		X
LAA 312	SPAN 540	Colloquium on Hispanic Studies	100	3	Bayliss, Robert							X		X
LAA 313		Topes Latin American Area Std: Brazilian Culture	100	3	Tosta, Antonio Luciano							X		X
LAA 315		Topes Latin American Area Std: Music of Latin America	100	3	Wong, Ketty				7		7	X		X
LAA 315	ENGL 328 LAA 314 LAA 701 FMS 302	Latin Am Immigration in Lit & Film	100	3	Falicov, Tamara Leah; Caminero-Santangelo, Marta				4		4	X		X
LAA 315	LAA 312 SPAN 346	Present Argentine Literature & Film	100	3	Garibotto, Veronica							X		X
LAA 317	GIST 550 POLS 512	Issues in Global Studies: Politics & Probl of Dev Countries	25	3	Reich, Gary Matthew							X		X
LAA 318	AAAS 301	Portrait of Third-World: Haiti Culture and Identity	100	3	Accilien, Cécile							X		X
LAA 332	●	Lang & Society in Latin America	100	3	Herlihy, Laura Hobson	16		16	10		10	X		X

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<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LAA 334 ● ○	ANTH 379	Indigenous Traditions Latin Am	100	3	Metz, Brent E	9		9						
LAA 450	PORT 347	Capstone Course Latn Amrcn Std	100	3	Tosta, Antonio Luciano	1		1	3		3	X		X
LAA 515	SPAN 560	Collquium on Latin Amercn Film	100	3	Acosta Morales, Rafael	10		10	18		18	X		X
LAA 516 ● ○	GEOG 591	Geography of Latin America	100	3	Herlihy, Peter	5	1	6		1	1	X		X
LAA 552 ● ○	HIST 512, HUM 552, ISP 552	Foodways: Latin America	100	3	Mihesuah, Devon Abbott	4		4	1		1	X		X
LAA 561 ● ○	ANTH 561	Indgnos Devlpmnt Latin Amerca	100	3	Metz, Brent E	2		2						
LAA 602		Tpcs in Latin American Studies: Boundaries, Frontiers, and Colonial Lines	100	3	Arias, Santa		1	1						
LAA 602	IBUS 712	Tpcs in Latin American Studies: Business in Latin America	100	3	Birch, Melissa H.	2	3	5				X	X	X
LAA 602		Tpcs in Latin American Studies: Afro-Latin American Cultures	100	3	Tosta, Antonio Luciano		1	1				X	X	X
LAA 602 ● ○		Tpcs in Latin American Studies: Geography in Latin America	100	3	Herlihy, Peter	1	1	2						
LAA 602	HIST 580	Tpcs in Latin American Studies: Economic History of Latin America	100	3	Kuznesof, Elizabeth				1		1	X	X	X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LAA 634 ● ○		Indigenous Traditns Latn Amerc	100	3	Metz, Brent		1	1						
LAA 700		Intro Latin Am Library Resource	100	3	Mizumara, Ayako					1	1			
LAA 701		Interdis Smnr Lat Am Cult&Prob	100	3	Birch, Melissa H.		2	2						
LAA 701		Interdis Smnr Lat Am Cult&Prob	100	3	Wuthrich, Mike					1	1		X	X
LAA 701		Mexico+ Theater and Performance	100	3	Day, Stuart								X	X
LAA 701	ENGL 328 ENGL 701 LAA 314 LAA 315 FMS 302 FMS 702	Latin Am Immigration in Lit & Film	100	3	Falicov, Tamara Leah; Caminero-Santangelo, Marta					4	4		X	X
Law														
LAW 824		Glbl Chlng Law,Ag,Dvlpmnt&Ecol	25	2	Head, John W.		10	10	15		15		X	X
LAW 827		International Law and Literature	25	2	Bhala, Raj		20	20		12	12			
LAW 829		International Bus Law Drafting	25	2	Head, John W.		8	8	7		7		X	X
LAW 830		Representing Asylum Seekers	25	2	Yuille, Lua Kamal		10	10						
LAW 864		Advanced International Trade Law	25	2	Bhala, Raj		12	12		12	12		X	X
LAW 923		Immigration Law	25	2	Yuille, Lua Kamal		18	18		10	10		X	X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LAW 929		Internatl Law Moot Court Compt	25	2	Head, John W.		5	5		5	5		X	X
LAW 944		International Trade Law	25	2	Bhala, Raj		16	16		26	26		X	X
LAW 945		Internatnl Commerce&Investment	25	2	Head, John W.		19	19						
LAW 974		Public International Law	25	2	Head, John W.					18	18			
LAW 994		Special Topics: Global Challenges in Law	25	2	Schmidt, Jennifer Shaw		2	2						
LAW 994		Special Topics: Refugee and Asylum Law	25	2	Schmidt, Jennifer Shaw		3	3		2	2		X	X
Liberal Arts & Science														
LA&S 480		Preparing for International Careers	25	3	Shoemaker, Wendy	10		10	10		10	X		X
LA&S 480		Preparing for International Careers	25	3	Hamel, Julie Ann	7		7	5		5			
LA&S 480		Preparing for International Careers	25	3	Racy, Rhiannon Marie							X		X
LA&S 485		Global Career Management	25	3	Johnson, Melissa	67		67	76		76	X		X
Linguistics														
LING 177		First Year Seminar: World Mysteries and Histories	25	3	Pye, Clifton L.	17		17	17		17			
LING 320		Language in Culture and Society	25	3	Cloete, Elene	26		26						
LING 320		Language in Culture and Society	25	3	Kummer, David Kevin	33		33	106		106	X		X
LING 320		Language in Culture and Society	25	3	Duncan, Philip				78		78	X		X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LING 320		Language in Culture and Society	25	3	Vogt-Woodin, Alexandra				30		30	X		X
LING 321		Language in Culture and Society, Hr	25	3	Herzfeld, Anita				6		6			
LING 321		Language in Culture and Society, Hr	25	3	Dwyer, Arienne							X		X
Management														
MGMT 741		International Human Resources Management	25	3	Bendapudi, Venkata Ramana		11	11						
MGMT 754		Managing Internationally	25	3	Galindau, Daniel					79	79		X	X
MGMT 830		Global Strategic Management	25	3	Bendapudi, Venkata Ramana		24	24		26	26		X	X
Marketing														
MKTG 400		Special Topics: Marketing in Global Environment	25	3	Mishra, Sanjay	10		10	3		3	X		X
MKTG 400		Global Marketing	25	3	Chai, Luxi	29		29						
MKTG 400		Global Marketing	25	3	Cabano, Frank Gregory	28		28						
MKTG 400		Global Marketing	25	3	Claterbos, Joyce	53		53	99		99	X		X
MKTG 400		Global Marketing	25	3	Heinzelmann, Justine Mary				47		47	X		X
MKTG 717		Global Marketing	25	3	Claterbos, Joyce		7	7						
MKTG 717		Global Marketing	25	3	Myer, Duane		7	7		1	1			
MKTG 753		Global Marketing	25	3	Heinzelmann, Justine Mary					25	25		X	X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Music														
MUSC 305	LAA 318	Music of Latin America	100	3	Wong, Ketty	20		20	18		18	X		X
MUSC 560	LAA 318	Music in World Cultures	25	3	Wong, Ketty; Wood, Leslee	28	7	35	18	6	24	X		X
Nursing														
NRSG 839		Global Perspectives & Diversity in Healthcare Practice	25	3	Domian, Elaine		21	21		22	22		X	X
NRSG 839		Global Perspectives & Diversity in Healthcare Practice	25	3	Baird, Martha					29	29		X	X
Peace and Conflict Studies														
PCS 556		Educate for Peace & Non-Violence	25	3	Rabbani, Martha Halali	1		1						
PCS 565		The Literature of Human Rights	25	3	Janzen, Marike	9		9	9		9	X		X
Preventative Medicine														
PMED 950		International Health Exp	25	4 to 8	Cupertino, Ana Paula Fabrinio Br		29	29						
PMED 950		International Health Exp	25	4 to 8	Scheuermann, Taneicha Shani					21	21			
Political Science														
POLS 170		Intro to International Politics	25	3	Baggs, Michael Douglas	69		69						
POLS 170		Intro to International Politics	25	3	Tidwell, Taylor Douglas	75		75						
POLS 170		Intro to International Politics	25	3	Kim, Yeon Joo	85		85	89		89	X		X
POLS 170		Intro to International Politics	25	3	Carter, Brittney				17		17	X		X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
POLS 170		Intro to International Politics	25	3	Finnell, Rachel Elizabeth				79		79	X		X
POLS 171		Intro to International Politics, Hr	25	3	Arwine, Alan Troy	11		11	20		20	X		X
POLS 512	LAA 317 GIST 550	Issues in Global Studies: Politics&Probl of Dev Countries	25	3	Reich, Gary Matthew	23		23	24	1	24	X		X
POLS 644		Justice&Pblic Policy Dmocrtic Soc	25	3	Reich, Gary Matthew	37	1	38						
POLS 660		Politics&Probl of Dev Countries	25	3	Reich, Gary Matthew	22	1	23	24		24			
POLS 669	AAAS 560	Race, Gender, and Post-Colonial Discourse	25	3	Denney, Rachel				5		5	X		X
POLS 670		United States Foreign Policy	25	3	Avdan, Nazli				38	5	43			
POLS 672		International Political Economy	25	3	Webb, Clayton McLaughlin	19	2	21	26	2	28	X		X
POLS 673		International Organization	25	3	Arwine, Alan Troy	56		56	30		30	X		X
POLS 673		International Organization	25	3	Omeliicheva, Mariya	21		21						
POLS 674		International Ethics	25	3	Carter, Brittney				12		12	X		X
POLS 686	GIST 550	International Human Rights	25	3	Omeliicheva, Mariya				15		15	X		X
POLS 686		Special Topics: International Migration	25	3	Avdan, Nazli				12		12			
POLS 689		Topics International Relations: International Migration	25	3	Avdan, Nazli				12		12			
POLS 870		International Relations	25	3	Omeliicheva, Mariya Y		7	7		8	8		X	X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
POLS 870		International Relations	25	3	Carter, Brittney								X	X
POLS 878		Conduct&Anlyz Fldwrk Dev Countr	25	3	Kennedy, John James		7	7						
POLS 959		Topics in Comparative Politics: The State and Development	25	3	Reich, Gary Matthew		10	10						
POLS 970		Foreign Policy Analysis	25	3	Omelycheva, Mariya Y		7	7						
POLS 973		International Political Economy	25	3	Webb, Clayton McLaughlin		5	5						
POLS 977		Ethics in International Relations Theory	25	3	Carter, Brittney					2	2		X	X
Project Management														
PMGT 828		Management of Global Projects	25	3	Brickley, John T		2	2		9	9		X	X
Psychology														
PSYC 492		Psychology and Social Issues	25	3	Williams, Alexander Jonathan	14		14						
PSYC 993	ENGL 980	Seminar: Decolonial Perspectives in Critical Psychology	50	3	Santangelo, Byron; Adams, Glenn E		7	7					X	X
PSYC 993	PSYC 545	Seminar: Culture and Psychology	25	3	Adams, Glenn E					11	11			
Religious Studies														
REL 875		Topics in Religion and Society: Issues of Academic Study of Native Religions	25	3	Zogry, Michael J		3	3						
Sociology														
SOC 260		America's Latinos/ Latinas	50	3	Kim, Joo Ok	8		8	10		10	X		X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SOC 332	AMS 332	United States in Global Contxt	25	3	Flores, Ruben	26		26	21		21	X		X
SOC 332	AMS 332	United States in Global Contxt	25	3	Pence, Ray	30		30	38		38	X		X
SOC 332	AMS 332	United States in Global Contxt	25	3	Chappell, Benjamin	16		16				X		X
SOC 332	AMS 332	United States in Global Context	25	3	Cheddadi, Saoussen				42		42	X		X
SOC 332	AMS 332	United States in Global Context	25	3	Lazaro Moreno, Jaime Caleb							X		X
SOC 342		Sociology of Immigration	25	3	Gomez Cervantes, Andrea							X		X
SOC 425		Sociology of Global Health	25	3	Agadjanian, Victor	26		26	52		52			
SOC 519		Sociology of Global Food	25	3	Stock, Paul V	2		2	13		13	X		X
SOC 529	GIST 529	Globalization	25	3	Hanley, Eric	25			9			X		X
SOC 529	GIST 529	Globalization	25	3	Antonio, Robert J	13			26			X		X
SOC 534		Global Ethnic&Racial Relations	25	3	Nagel, Joane	30	2	32						
SOC 534		Global Ethnic&Racial Relations	25	3	Rooks, Pamela				32	1	33	X		X
SOC 780		Advanced Topics in Sociology: Globalization,Gnder&D vlpmnt	25	3	Najafizadeh, Mehrangiz		9	9						
SOC 780		Advanced Topics in Sociology: International Politics and Natural Resources	25	3	Obadare, Ebenezer		6	6						

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SOC 780		Advanced Topics in Sociology: Race and Ethnic Relations	25	3	Slatton, Brittany Chevone					7	7			
SOC 780		Advanced Topics in Sociology: Race, Ethnicity & Sexuality	25	3	Nagel, Joane		5	5		12	12		X	X
SOC 780		Advanced Topics in Sociology: Immigration	50	3	Menjivar, Cecilia		11	11						
SOC 780		Globalization	25	3	Hanley, Eric		1	1		1	1		X	X
Social Work														
SW 455		Topics in Social Welfare: Social Work with Latinos	25	1 to 3	Moses, Mindi R				2		2			
SW 855		Study Abroad: International Social Work in Costa Rica	100	3	Spano, Richard N							X	X	X
Women, Gender, and Sexuality Studies														
WGSS 389		Migration and Human Trafficking	25	3	Takeyama, Akiko	4		4						
WGSS 389		Global Feminism	25	3	Vanderhurst, Stacey Leigh	8		8						
WGSS 396		Politics of Human Trafficking	25	3	Britton, Hannah				9		9	X		X
WGSS 701		Politics of Human Trafficking	25	3	Britton, Hannah								X	X

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● Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Haitian														
HAIT 110 ● ○		Elementary Haitian I	100	3	Laguerre, Jowel	2	1	3	7		7	X		X
HAIT 120 ● ○		Elementary Haitian II	100	3	Laguerre, Jowel		1	1				X		X
Kichwa														
KICH 110 ● ○		Elementary Quichua I	100	3	Kinti-Moss, Nina	1		1						
KICH 230 ● ○		Intermediate Quichua I	100	3	Kinti-Moss, Nina	1		1						
LAA 602 ● ○		Tpcs in Latin American Studies: Quichua IV	100	3	Kinti-Moss, Nina		2	2						
LAA 602 ● ○		Tpcs in Latin American Studies: Quichua II	100	3	Kinti-Moss, Nina		1	1		2	2			
LAA 602 ● ○		Tpcs in Latin American Studies: Quichua II	100	3	Kinti-Moss, Nina		1	1						
LAA 602 ● ○		Tpcs in Latin American Studies: Quichua III	100	3	Kinti-Moss, Nina		2	2						
Miskito														
LAA 602		Tpcs in Latin American Studies: Introduction to Spoken Miskito	100	3	Herlihy, Laura Hobson	1		1						
LAA 602		Tpcs in Latin American Studies: Introduction to Spoken Miskito	100	3	Herlihy, Laura Hobson	1		1						
LAA 602		Tpcs in Latin American Studies: Introduction to Spoken Miskito	100	3	Herlihy, Laura Hobson	1		1						
LAA 602		Tpcs in Latin American Studies: Introduction to Spoken Miskito	100	3	Herlihy, Laura Hobson	1		1						

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Portuguese														
PORT 104 ●		Elmntry Brazilian Portuguese I	100	5	Pollock, Dovia Bravo	8		8	8	1	9	X		X
PORT 106 ●		Elmntry Brazilian Portuguese Acc I	100	3	Pollock, Dovia Bravo							X		X
PORT 108 ●		Elmntry Brazilian Portuguese II	100	5	Pollock, Dovia Bravo	5		5				X		X
PORT 110 ●		Elmntry Brazilian Portuguese Acc II	100	3	Pollock, Dovia Bravo							X		X
PORT 212 ●		Intermd Brazilian Portugues I	100	3	Aubel, Mara	8		8	7		7	X		X
PORT 216 ●		Intrmd Brazilian Portuguese II	100	3	Aubel, Mara	6	1	7	2		2	X		X
PORT 300 ●		Brazilian Culture	100	3	Pollock, Dovia Bravo	5		5				X		X
PORT 300		Brazilian Culture	100	3	Tosta, Antonio Luciano	6		6	2		2	X		X
PORT 340		Textual Analysis&Critical Rdng	100	3	Tosta, Antonio Luciano	2		2				X		X
PORT 347	LAA 450	Brazilian Studies: Afro-Latin American Cultures	100	3	Tosta, Antonio Luciano				2		2	X		X
PORT 611 ●		Acc Basic Port Spanish Speakrs	100	3	Simoës, Antonio R.	2	7	9	2	9	11	X		X
PORT 612 ●		Acc Basic Port Spanish Speakrs II	100	3	Tosta, Antonio Luciano				1	3	4	X		X
PORT 780		Sp Rdg Portugues&Brazilian Lit	100	3	Tosta, Antonio Luciano				4	3	7	X		X
PORT 785		Spcl Top Braziln Cult&Lit Std: Afro-Latin American Cultures	100	3	Tosta, Antonio Luciano	1	20	21		11	11	X		X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Spanish														
NRSG 401 ● ○		Basic Spanish for Nurses	100	2	Alonso, Maria	3		3	22		22			
SPAN 101		Orientation Sem Span&Portuguse	100	1	Bayliss Jr, Robert E	122		122	159		79	X		X
SPAN 101		Orientation Sem Span&Portuguse	100	1	Sheldon, Megan Kristine				139		139	X		X
SPAN 104		Elementary Spanish I	100	5	Rossomondo, Amy E	220		220	203		125	X		X
SPAN 111		Intensive Elementary Spanish	100	5	Rossomondo, Amy E	558		558	560	1	336	X		X
SPAN 212		Intermediate Spanish I	100	3	Rossomondo, Amy E	486		486	524		265	X		X
SPAN 216		Intermediate Spanish II	100	3	Rossomondo, Amy E	383		383	412		217	X		X
SPAN 322		Span Grammr:Form&Meang Context	100	3	Rossomondo, Amy E	14		14	14		14	X		X
SPAN 322		Span Grammr:Form&Meang Context	100	3	Manning, Patricia W	24		24				X		X
SPAN 324		Grammar and Composition	100	3	Alder, Erik	14		14						
SPAN 324		Grammar and Composition	100	3	Elder, Cayce	18		18						
SPAN 324		Grammar and Composition	100	3	Rodriguez, Luis Alberto	21		21						
SPAN 324		Grammar and Composition	100	3	Valadez, Rafael	37		37	21		21	X		X
SPAN 324		Grammar and Composition	100	3	Gullickson, Sean Weaver	81		81	92		92	X		X

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Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 324		Grammar and Composition	100	3	Sheldon, Megan Kristine	21		21	22		22	X		X
SPAN 324		Grammar and Composition	100	3	Tetti, Cecilia Valeria				41		41	X		X
SPAN 324		Grammar and Composition	100	3	Sommerville, Adriana R.				7		7	X		X
SPAN 326	● ○	Spanish for Healthcare Workers	100	3	Alonso, Raciél	15		15	12		12	X		X
SPAN 328		Intermedt Spansh Conversation	100	2	Alder, Erik	16		16						
SPAN 328		Intermedt Spansh Conversation	100	2	Alonso, Raciél	15		15	20		20			
SPAN 328		Intermedt Spansh Conversation	100	2	Barroso, Javier	16		16						
SPAN 328		Intermedt Spansh Conversation	100	2	Elder, Cayce	21		21				X		X
SPAN 328		Intermedt Spansh Conversation	100	2	Gullickson, Sean Weaver	72		72	91		91	X		X
SPAN 328		Intermedt Spansh Conversation	100	2	Garcia Genel, Angelica	14		14	14		14	X		X
SPAN 328		Intermedt Spansh Conversation	100	2	Tetti, Cecilia Valeria				36		36	X		X
SPAN 328		Intermedt Spansh Conversation	100	2	Sommerville, Adriana R.				17		17	X		X
SPAN 328		Intermedt Spansh Conversation	100	2	Londono Ramirez, Diana P				17	1	18	X		X
SPAN 340		Text Analysis&Critical Reading	100	3	Mayhew, Jonathan E	15		15						
SPAN 340		Text Analysis&Critical Reading	100	3	Rivera, Isidro	13		13	24		24	X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 340		Text Analysis&Critical Reading	100	3	Alonso, Raciél	15		15						
SPAN 340		Text Analysis&Critical Reading	100	3	Rodriguez, Luis Alberto	33		33				X		X
SPAN 340		Text Analysis&Critical Reading	100	3	Sheldon, Megan Kristine	9		9				X		X
SPAN 340		Text Analysis&Critical Reading	100	3	Perez,Jorge	16		16				X		X
SPAN 340		Text Analysis&Critical Reading	100	3	Bayliss Jr, Robert E	35		35	21		21	X		X
SPAN 340		Text Analysis&Critical Reading	100	3	Foster, Jennifer Abercrombie				20		20	X		X
SPAN 340		Text Analysis&Critical Reading	100	3	Zamora, Omaris Zunilda				18		18	X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Versteeg, Margot AW	49		49	20		20	X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Gullickson, Sean Weaver	19		19	41		41	X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Barroso, Javier	20		20						
SPAN 346		Transatlante Hispanic Cultures	100	3	Valadez, Rafael	19		19	18		18	X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Rivera, Isidro	14		14				X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Pineda, Ginett Vanessa	12		12	19		19	X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Rabinovich, Andres Nicolas				9		9	X		X
SPAN 346		Transatlante Hispanic Cultures	100	3	Sheldon, Megan Kristine				34		34	X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 370		Hspnc Lang, Culture&Civlztzn III-A	100	1 to 3	Hauser, Iris	2		2	4		4			
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Mayhew, Jonathan E							X		X
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Garibotto, Veronica							X		X
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Manning, Patricia W							X		X
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Alonso, Raciél	40		40						
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Sheldon, Megan Kristine	38		38	12		12	X		X
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Gullickson, Sean Weaver				31		31	X		X
SPAN 424		Advd Spanish Compositn&Grammar	100	3	Zamora, Omaris Zunilda				14		14	X		X
SPAN 428		Advanced Spanish Conversation	100	2	Silva Estrada, Cesar							X		X
SPAN 428		Advanced Spanish Conversation	100	2	Acosta Morales, Rafael							X		X
SPAN 428		Advanced Spanish Conversation	100	2	Lopez Prego, Beatriz							X		X
SPAN 428		Advanced Spanish Conversation	100	2	Rossomondo, Amy E	49		49				X		X
SPAN 428		Advanced Spanish Conversation	100	2	Sheldon, Megan Kristine	39		39				X		X
SPAN 428		Advanced Spanish Conversation	100	2	Valadez, Rafael				36		36	X		X
SPAN 428		Advanced Spanish Conversation	100	2	Alonso, Raciél				14		14			

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
• Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 429		Spanish Phonetics	100	3	Rossomondo, Amy E				4		4	X		X
SPAN 429	LAA 312	Spanish Phonetics	100	3	Simoes, Antonio R.	23		23	10		10	X		X
SPAN 440		Hispanic Studies:	100	3	Rivera, Isidro							X		X
SPAN 440		Hispanic Studies: Spanish Colonialism	100	3	Garibotto, Veronica	12		12				X		X
SPAN 440		Hispanic Studies: Spanish Colonialism	100	3	Bayliss Jr, Robert E				4		4	X		X
SPAN 446		Spanish Culture	100	3	Sheldon, Megan Kristine				14		14	X		X
SPAN 446		Spanish Culture	100	3	Rivera, Isidro							X		X
SPAN 447		Latin American Cultures	100	3	Arias, Santa				18		18	X		X
SPAN 448		Span Lang&Culture for Business	100	3	Rodriguez, Luis Alberto	15		15						
SPAN 448		Span Lang&Culture for Business	100	3	Alonso, Raciél				11		11			
SPAN 451		Early Modern Spanish Studies: Love & Honor in Golden Age Spain	100	3	Manning, Patricia W	20		20	20		20			
SPAN 452		19 th Century Spanish Studies: Spanish Literature	100	3	Versteeg, Margot AW	29		29				X		X
SPAN 453		20th Century Spanish Studies: Contemporary Spanish Literature	100	3	Mayhew, Jonathan E	10		10	20		20	X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
• Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 453		20th Century Spanish Studies: Spanish Literatures	100	3	Versteeg, Margot AW	6		6				X		X
SPAN 453		20th Century Spanish Studies: Frnco Regime&Trnstn to Demcrey	100	3	Valadez, Rafael				19		19	X		X
SPAN 461		19 Centry Spansh-Amer Studies:	100	3	Garibotto, Veronica							X		X
SPAN 462		20 Centry Spansh-Amer Studies: Contemporary Spanish Literature	100	3	Zamora, Omaris Zunilda				20		20	X		X
SPAN 463	LAA 314	National Tradtns Spanish Amer: Central American Literatures	100	3	Mayhew, Jonathan E				11		11	X		X
SPAN 463	LAA 314	National Tradtns Spanish Amer: Central American Literatures	100	3	Acosta Morales, Rafael	16		16				X		X
SPAN 463	LAA 314	National Tradtns Spanish Amer: Latin American Literatures	100	3	Acosta Morales, Rafael	13		13				X		X
SPAN 463	LAA 314	National Tradtns Spanish Amer: Central American Literatures	100	3	Abercrombie, Jennifer Foster				13		13	X		X
SPAN 463	LAA 314	National Tradtns Spanish Amer: Latin American Film	100	3	Garibotto, Veronica				20		20	X		X
SPAN 463	LAA 314	Realisms in Latin American Short Story	100	3	Acosta Morales, Rafael				20		20	X		X
SPAN 464		Rdng&Analy U.S. Latino/a Litr	100	3	Rabasa, Magali							X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 471		Stds Span-Amer Cult&Civiliztn: Classical Literature	100	3	Pineda, Ginett Vanessa	24		24	31		31	X		X
SPAN 471		Stds Span-Amer Cult&Civiliztn: Classical Literature	100	3	Rabinovich, Andres Nicolas				20		20	X		X
SPAN 501		Studies in Hispanic Litr: Cntmprary Womn the Hispnc Wrld	100	3	Valadez, Rafael				2	5	7	X		X
SPAN 501		Studies in Hispanic Litr: Cntmprary Womn the Hispnc Wrld	100	3	Gullickson, Sean Weaver							X		X
SPAN 520		Structure of Spanish	100	3	Simoes, Antonio R.	15		15				X		X
SPAN 520		Structure of Spanish	100	3	Mayhew, Jonathan E				13		13	X		X
SPAN 522		Advanced Studies Spanish Lang: Spanish Morphology	100	3	Simoes, Antonio R.							X		X
SPAN 522		Advanced Studies Spanish Lang: Spanish Morphology	100	3	Mayhew, Jonathan E	20		20				X		X
SPAN 540		Colloquium on Hispanic Studies:	100	3	Rabasa, Magali							X		X
SPAN 540		Colloquium on Hispanic Studies: Print Cultr Late Medvl Castile	100	3	Rivera, Isidro	13		13				X		X
SPAN 540		Colloquium on Hispanic Studies:	100	3	Mayhew, Jonathan E				10		10	X		X
SPAN 540		Colloquium on Hispanic Studies:	100	3	Bayliss Jr, Robert E				7		7	X		X

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
● Past Grant-funded Support ○ Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 560	LAA 515	Colloquium on Latin American Film	100	3	Acosta Morales, Rafael	10		10	18		18	X		X
SPAN 560	LAA 515	Colloquium on Latin American Film	100	3	Versteeg, Margot AW							X		X
SPAN 722		Special Topics in Spanish Literature	100	3	Versteeg, Margot AW					12	12		X	X
SPAN 745		Don Quixote	100	3	Manning, Patricia W		11	11					X	X
SPAN 781		Colonial Identities	100	3	Arias, Santa		15	15					X	X
SPAN 785		Spec Topic Span-American Liter:	100	3	Acosta Morales, Rafael								X	X
SPAN 785		Spec Topic Span-American Liter: Bound,Front&Lines Colo Lat Amr	100	3	Arias, Santa		8	8					X	X
SPAN 785		Spec Topic Span-American Liter: Mexico+ Theater & Performance	100	3	Day, Stuart				1	2	13		X	X
SPAN 801		Tch Span in Inst Higher Learnng	100	3	Rossomondo, Amy E		8	8					X	X
SPAN 802		Collqm Methds Teachg Span Lang	100	3	Gullickson, Sean Weaver					8	8		X	X
SPAN 940		Semr Trans-Atlantic Liter&Cult:	100	3	Mayhew, Jonathan E		13	13					X	X
SPAN 961		Semnr: Medieval Liter: Translatn Late Medieval Iberia	100	3	Rivera, Isidro					6	6		X	X
SPAN 985		Semnr Span Amer Liter&Culture:	100	3	Acosta Morales, Rafael		10	10		3	3		X	X

APPENDIX B: COURSE LIST

Latin American / Caribbean Language Courses														
<ul style="list-style-type: none"> ● Past Grant-funded Support ○ Future Grant-funded Support 						AY 16-17			AY 17-18			AY 18-19		
Course Number	Cross-listed Course Number	Course Title	% LACS Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SPAN 985		Semnr Span Amer Liter&Culture: Imperial-Colonial Entanglement	100	3	Arias, Santa					6	6		X	X
SPAN 985		Semnr Span Amer Liter&Culture:	100	3	Garibotto, Veronica								X	X

APPENDIX C

CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES

PERFORMANCE MEASURES FORM

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal 1: <i>Increase linguistic competency and training in Latin American and Caribbean LCTLs</i>									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
1) Increase study of LAC LCTLs: Increase number of students enrolling in LCTLs by at least 100%; increase number and level of LCTLs offered (at least 200%); increase number of students enrolling at intermediate / advanced levels of indigenous LCTLs and Haitian Creole	1A) Hire at least 2 new lecturers in LCTLs and one tenure-line professor in S&P with expertise in indigenous LCTL	1Ai) Number of new faculty / lecturers hired	Annually	Payroll / HR Records	0	1	3	3	3
	1B) Expand LCTL course offerings by at least 2 new languages and create online versions	1Bi) Number of LCTLs offered per year	Annually	Registrar / Course Schedule	2	3	4	5	5
		1Bii) Number of Students enrolled in indigenous LCTLs per year	Annually	Enrollment Records	2	3	5	7	7
		1Biii) Number of online courses offered per year	Annually	Registrar / Course Schedule	0	0	1	2	3
	1C) Offer SA programs related to LCTLs	1Ci) Number of such programs offered per year	Annually	Registrar / Course Schedule	1	2	3	3	3
		1Cii) Number of different SA programs / field schools relevant to LCTLs offered over 4 years	End of Grant Period	Registrar / Course Schedule	-	-	-	-	4

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal 1: <i>Increase linguistic competency and training in Latin American and Caribbean LCTLs</i>									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
2) Increase reach of online, open access LCTL resources by at least 20% over grant period	2) Work with KUL and CODL to develop online, open access resources; open access materials at EGARC and KUScholarworks and promote on website	2i) Number of new LCTL open access resources developed per year	Annually	KUL/ EGARC/ KU Scholarworks	0	1	4	6	6
		2ii) Number of visits per year	Annually	KUL/ EGARC/ KU Scholarworks	0	10	20	30	30
3) Increase participation in events promoting awareness of LCTLs to at least 100 educators and students and at least 10 different institutions	3A) Offer annual World Languages Day at KU	3Ai) Number of LAC LCTLs featured	Annually	Organizational Materials and Program	0	3	4	4	5
	3B) Travel to area CCs, MSIs and K-12 to offer “on the road” World Languages Day	3A&Bii) Number of institutions participating in World Languages Day	Annually	RSVPs, Rosters	0	5	7	8	9
	3C) Offer international “Indigenous Peoples of the Americas” Conf in Yr 4	3Ci) Number of regional institutions represented in conference	Year 4	Conference Registrations	N/A	N/A	N/A	N/A	10

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal 2: Increase Latin American and Caribbean cultural and linguistic competency and interest in the Heartland through K-14 Partnerships									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
1) Increase (by at least 20%) representation in CLACS events from K-12, MSIs, and CCs	1A) Offer two educator workshops per year for continuing education credit	1Ai) Number of non-KU educators participating annually	Annually	Participation Rosters, RSVPs	60	90	90	90	90
		1Aii) Improvement of LAC content knowledge from educator workshops as assessed by “pre” and “post” measures	Per Workshop	Pre- and Post-Assessments	0%	40% Impr.	40% Impr.	40% Impr.	40% Impr.
		1Aiii) Number of K-12 schools, MSIs, and CCs represented	Annually	Participation Rosters, RSVPs	30	35	40	40	40
	1B) Offer multiple LACS content and language events for students (including Global Studies Symposium, Merienda Virtual Lecture Series, World Languages Day, Mock OAS); publicize events on website and promote via email contact distribution list	1Bi) Percent of event evaluations rating “strong” or “very strong”	Per Event	Evaluation Forms / Online Evaluations	0%	80%	80%	80%	80%
		1Bii) Number of non-KU students participating annually	Annually	Participation Rosters, RSVPs	60	100	150	150	150
		1Biii) Number of K-12 schools, MSIs, and CCs represented	Annually	Participation Rosters, RSVPs	7	10	15	18	18

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal 2: Increase Latin American and Caribbean cultural and linguistic competency and interest in the Heartland through K-14 Partnerships									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
2) Launch new SA programs led or co-led by MSI / CC faculty (at least 2 over grant period)	2) Offer SA partnership development awards for MSI / CC faculty; publicize award competition on website and promote via email contact distribution list	2i) Number of non-KU faculty receiving SA development funding	Annually	Institutional Records, including Office of Research Fund Allocations	0	2	2	2	2
		2ii) Number of new SA programs led or co-led by non-KU faculty	Annually and Cumulative	Institutional Records, including MOA, Registrar / Course Schedules	0	2	2	2	2
3) Increase MSI / CC students participating in LAC SA by end of grant period (to at least 15 students cumulatively)	3A) Offer SAs jointly with MSI /CC schools 3B) Decrease costs of KU SA & field schools (also part of Goal 3)	3i) Number of MSI / CC students enrolled in new SA programs	Annually	Institutional Records, including Enrollment Data	0	15	15	15	15

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal #3: Establish programs that strengthen LAC curriculum and provide greater opportunity for experiential learning and flexible formats for non-traditional students and working professionals									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
1) Develop and offer new online CLACS / Spanish and Portuguese courses (at least 6 new courses by end of grant period)	1A) Work with CODL and SLLC to develop quality, online courses in Spanish and Portuguese for the Professions, Spanish for Heritage Learners, and LACS content.	1Ai) Number of new online courses offered	Annually	Registrar / Course Scheduling	0	1	3	5	6
		1Aii) Online evaluations to assess student perceptions rating course “good” or “very good” at achieving outcomes	Semester	Online Evaluation Data	0	80%	80%	80%	80%
	1B) Work with CCs to offer online courses jointly at both institutions (KU-CCs) for lowered costs for CC students	1Bi) Number of such programs offered per year	Annually, starting YR 3	Registrar / Course Schedule of Home Institution	0	0	0	2	4

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal #3: Establish programs that strengthen LAC curriculum and provide greater opportunity for experiential learning and flexible formats for non-traditional students and working professionals									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
2) Increase student enrollments in online CLACS / Spanish and Portuguese for the professions / Spanish for Heritage learners / CLACS content courses (by at least 10 students in every year)	2A) Develop online Spanish and Portuguese for the professions and Spanish for Heritage Learners courses with CODL / SLLC	2Ai) Total new offerings in online Spanish / Portuguese	Annually / End of Grant	Registrar / Course Scheduling	0	0	2	3	5
		2Aii) Total students enrolled in online Spanish / Portuguese for the Professions	Annually / End of Grant	Registrar / Enrollment Data	0	10	20	30	40
	2B) Design and offer a new, online CLACS certificate and promote to CCs.	2Bi) Number of CCs offering certificate	End of Grant	Institutional Records, including Email correspondence, Course schedule from CCs	0	3	3	3	3
		2Bii) Total students enrolled in CLACS online area studies content courses from MSIs / CCs	Annually / End of Grant	Registrar / Enrollment Data from Home Institution	0	2	4	5	6
	2C) Develop at least 4 new online CLACS area studies content courses to meet certificate requirements	2Ci) Total new offerings in online CLACS area studies content courses	Annually / End of Grant	Registrar / Enrollment Data	0	1	3	4	4
		2Cii) Total number of U students enrolled in new CLACS area studies content courses per year		Registrar / Enrollment Data	0	0	30	40	50
3) Increase enrollment in LAC SA and field schools (by at least 20%)	3) Develop affordable field schools and SA programs, including tailored to the professions (SoE, Law); promote in MSIs, CCs, professional schools: Law, SoE, Business, SW.	3i) Number of non-KU students enrolled in LAC study abroad	Annually / End of Grant	Registrar / Enrollment Data / Registrar at Home Institution / Financial Aid Office	10	15	20	20	20
		3ii) Number of annual and students enrolling in LAC study abroad	Annually / End of Grant	Registrar / Enrollment Data	140	170	170	180	170

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal #4: <i>Promote research on LAC with an emphasis on connecting communities and addressing pressing global issues</i>									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
1) Launch Collaborative Initiatives with KU and CCs / MSIs and with KU and LAC partners (at least 5 concrete initiatives—e.g. new curricular initiatives, new symposia, collaborative research) launched by end of grant period)	1A) Disseminate calls for KU / MSI / CC collaboration grants to KU faculty and to area MSIs and CCs; post on website	1Ai) Number of institutions reached	Annually	CLACS Email Records	0	24	24	24	24
		1Aii) Number of inquiries / applications	Annually	CLACS Email Records / Online Application Portal	0	5	7	9	12
	1B) Award 2 collaborative awards for MSIs / CCs and 1 for LAC partnerships per year	1B) Number of faculty awarded collaboration funding	Annually	CLACS Records	0	2	2	2	2
2) Produce new faculty research research on LAC (10 articles, book chapters, or books by end of grant period)	2) Fund at least 5 and up to 10 research travel grants per year; Collect reporting on outcomes of research grants; disseminate calls for research travel grants to KU faculty via email distribution list, website, and weekly bulletin	2i) Number of requests for funding submitted	Annually	CLACS Email Records	0	12	13	13	14
		2ii) Number of article and book manuscripts with funded research submitted	Annually	Faculty Reporting to CLACS	0	0	3	8	10
		2iii) Number of manuscripts with funded research accepted	Annually / End of Grant	Faculty Reporting to CLACS	0	0	1	5	6

APPENDIX C: PERFORMANCE MEASURES FORM

Project Goal #4: <i>Promote research on LAC with an emphasis on connecting communities and addressing pressing global issues</i>									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	Y1	Y2	Y3	Y4
3) Establish broad national research networks through participation in 4 national conferences, with representation from at least 10 states or LAC countries, at least 20 non-KU institutions, and at least 250 (cumulative total) non-KU participants over grant period	3A) Organize and host one annual national / international conference	3i) Number of total conference participants per year	Annually	CLACS Records	0	50	80	80	80
	3B) Offer travel grants for faculty from regional MSIs / CCs to attend	3ii) Number of states / countries represented	Annually / End of Grant	Conference Registrations	0	8	10	15	10
		3iii) Number of institutions, including MSIs and CCs, represented	Annually / End of Grant	Conference Registrations	0	15	15	15	15

APPENDIX D

CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES

LETTERS OF SUPPORT

June 7, 2018

Title VI National Resource Center and Foreign
Language and Area Studies Programs
U.S. Department of Education
Washington D.C

Dear Title VI Reviewers:

I write to express the enthusiastic support of the College of Liberal Arts and Sciences for the application of the Center for Latin American and Caribbean Studies (CLACS) for Title VI / NRC funding, and to confirm our continuing commitment of funding for the center.

As the flagship institution of higher education in the state of Kansas, the University of Kansas—and the College of Liberal Arts and Sciences—is committed to excellence in international education in order to prepare its students for a globalized and interconnected world.

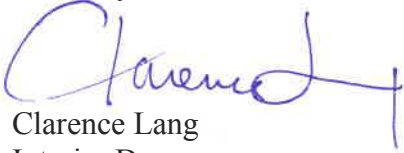
In support of CLACS's continuing efforts toward K-14 outreach, the promotion of research on Latin America and the Caribbean, the development of accessible, affordable study abroad options, and the creation of a top-notch program in Latin American and Caribbean less commonly taught languages, the College of Liberal Arts and Sciences has committed the following continuing institutional support during all years of the grant period:

- salary plus benefits annually for a .5 FTE indigenous language lecturer
- salary plus benefits annually for two graduate teaching assistants
- salary plus benefits annually for a .75 FTE Outreach Coordinator
- salary plus benefits annually for a 15 hour / week Communications Coordinator
- salary plus benefits annually for an Office Manager for the Center for Latin American and Caribbean Studies (to be shared with the Center for Russian, East European, and Eurasian Studies)
- funds for administrative supplements, summer salary, research funds, and travel for the Director, Associate / Graduate Director, and Undergraduate Coordinator of the Center for Latin American and Caribbean Studies (this figure is in addition to any funds distributed from the regular CLAS travel award fund for faculty)
- salary plus benefits annually for a .25 FTE lecturer in Latin American cultures and languages
- salary plus benefits annually for student hourly program assistants
- funds annually for instructional technology
- funds annually to support promotional funds to maximize outreach efforts
- funds to provide operating funds and program support

If the Title VI / NRC grant application is successful, we will in addition take over the salary of the seed hire in Spanish and Portuguese specializing in indigenous languages and cultures in the proportions indicated in the Title VI / NRC budget submitted by CLACS: \$62,000 / 1.0 FTE plus 35% fringe, conducting a search in year one (2018-2019) and hiring for year two (2019-2020) of the grant period. Funding in years two and three of the grant period, 61.29 % NRC funding and remainder CLAS funding; in year four, 30% NRC funding and remainder CLAS funding; CLAS fully funds after grant period

Please consider these commitments as an indication of KU's strong and continuing support for area and international studies.

Sincerely,



Clarence Lang
Interim Dean
College of Liberal Arts and Sciences



DONNELLY COLLEGE

EST. 1949

11 June 2018

To: US Department of Education

Dear Title VI Reviewers,

Donnelly College continues to welcome a partnership with the University of Kansas and would like to thank the following KU Centers:

- CLACS (Center for Latin American and Caribbean Studies),
- CREES (Center for Russian, East European, and Eurasian Studies),
- CEAS (Center for East Asian Studies), and
- KASC (Kansas African Studies Center)

Together with these Centers, Donnelly College created the Global Studies Symposium, the pilot of which took place on April 12, 2018. This project was immensely valuable to Donnelly students and faculty, who visited the KU campus, gave presentations, and attended talks by KU students and faculty.

Here at Donnelly, we have a special concern for our most deeply marginalized students who want to and deserve to benefit from a liberal education. Through the interest and support of these KU centers, many of our students are able to pursue activities, events, and academics that can enrich their lives and prepare them for a more stable future. We hope that a continuous and extended partnership with KU through its areas studies centers will provide valuable guidance through this process. We also hope that their request for a Title VI grant is met with success.

Please feel free to contact me, Msgr. Stuart Swetland, President, (sswetland@donnelly.edu) with any questions about this collaboration.

Sincerely,

Msgr. Stuart W. Swetland
President



November 10, 2017

Dr. Marta Caminero-Santangelo
Director, Center for Latin American and Caribbean Studies
Professor, English Department
320 Bailey Hall
University of Kansas
Lawrence, KS 66045

Dear Marta,

Thank you for your wonderful presentation at Donnelly College. In accordance with our discussion I wish to send you this letter of support for University of Kansas' Center for Latin American and Caribbean Studies (CLACS). The letter is attached.

In addition, we look forward to work with you on several projects. We are particularly excited about the following possibilities:

1. Latin American and Caribbean Studies Symposium (LAS).
2. Diversity, Equity and Inclusion in the Classroom (LAS, FS, and Professional Development Committee).
3. Degree partnership (2+2). (I need to know which KU degree we will be the focus for the possible transfer agreement.) (LAS and Advising).
4. Participation in story-gathering (LAS).

Please feel free to contact me, Msgr. Stuart Swetland, President, (sswetland@donnelly.edu) and/ or Pedro Leite, Dean of the College, (pleite@donnelly.edu) to further these projects. We look forward to working with the University of Kansas.

Sincerely,

Msgr. Stuart W. Swetland
President

Attachment: Letter of Support



DONNELLY COLLEGE

EST. 1949

November 10, 2017

Dr. Stuart Day
Professor of Spanish, Senior Vice Provost for Academic Affairs
Strong Hall, Room 250
University of Kansas
Lawrence, KS 66045

Dear Dr. Stuart Day,

We would like to thank Marta Caminero-Santangelo for her wonderful presentation at Donnelly College. In accordance with our discussion I wish to send you this letter of support for University of Kansas' Center for Latin American and Caribbean Studies (CLACS).

Donnelly College welcomes a partnership with the University of Kansas and would like to thank the Center of Latin American and Caribbean Studies, and especially its director, Marta Caminero-Santangelo, for the unwavering support and interest in Donnelly College.

Like Marta, we have a special concern for our most deeply marginalized students who want to and deserve to benefit from a liberal education. Through your interest and support, many of our students could pursue activities, events, and academics that would enrich their lives and prepare them for a more stable future.

We strongly encourage all our students to get an education that matters, and to achieve the confidence it takes to confront vital issues of their time. We hope that a partnership with KU through its Center for Latin American and Caribbean Studies will provide valuable guidance through this process.

Please feel free to contact me, Msgr. Stuart Swetland, President, (sswetland@donnelly.edu) and/or Pedro Leite, Dean of the College, (pleite@donnelly.edu) to further these projects. We look forward to working with University of Kansas.

Sincerely,

Msgr. Stuart W. Swetland
President

June 7, 2018

Title VI Review Committee
Center for East Asian Studies
Bailey Hall 201
1440 Jayhawk Boulevard
University of Kansas
Lawrence, KS 66045

Dear Committee Members,

I write in my capacity as Vice President of Instruction at Pratt Community College (PCC) in support of the 2018-2022 NRC proposal submission from the centers for African, East Asian, Latin American, and Russian/Eastern European/Eurasian studies at the University of Kansas.

In 2021-22, with NRC support, we will send PCC faculty and students to KU's Global Studies Symposium, co-sponsored by KU's Center for East Asian Studies, Center for Latin American Studies, Center for Russian, East European and Eurasian Studies, and Kansas African Studies Center.

At the Global Studies Symposium, faculty from KU and PCC will introduce students to their own interdisciplinary research, ideas, projects, and instructional experiences involving histories, cultures, societies, economies, and environments from around the world. Students from PCC and KU will present on their research, creative work or experiences as they relate to other cultures.

Established in 1938, PCC serves as a two-year public comprehensive community college located in Pratt, Kansas. Pratt is a small rural (2000) community between Wichita and Dodge City.

PCC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and has a rich history of providing high quality programs to help ensure students are successful academically, socially, emotionally, personally, and professionally.

PCC's mission is *maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment*. For 80 years, PCC is proud to

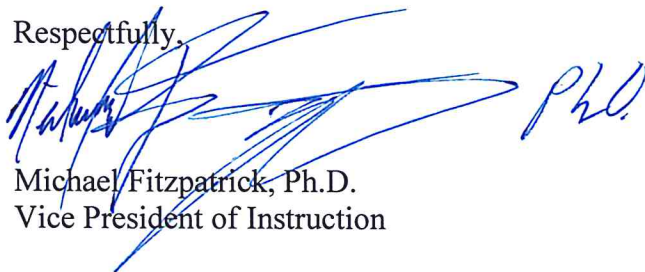
play an integral part of improving the quality of life in South Central Kansas by offering an open access, affordable, and holistic education for both traditional and nontraditional students.

PCC offers 62 degrees and 10 certification programs. PCC currently houses more than 350 students in six residence halls, and the average on campus daily attendance is approximately 600 students and now serves more than 3,000 students annually thanks to its innovative approach to enrollment growth incorporating three satellite campuses, industry and educational partnerships, and Pratt Online. For technical students, PCC provides curriculum for completers to be industry-ready for the regional and national workforce. Our hallmark programs include Electrical Power Technology, Agriculture Power Technology, Automotive Technology, and Nursing.

Forming this collaborative partnership to provide professional development is a true testament to the convergence of professionalism, vision, and innovation.

Please contact me directly at 620.450.2175 should you have questions regarding my support for this initiative.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Michael Fitzpatrick', followed by 'Ph.D.' written in a similar style.

Michael Fitzpatrick, Ph.D.
Vice President of Instruction



12345 College Blvd. • Overland Park, KS • 66210-1299

June 19, 2018

Dear Colleagues,

I write in support of the Title VI NRC applications from the Center for East Asian Studies, Center for Latin American and Caribbean Studies, Center for Russian, East European and Eurasian Studies, and Kansas African Studies Center at the University of Kansas. Johnson County Community College (JCCC) is looking forward to working with all the aforementioned area studies centers at the University of Kansas in support of developing and implementing JCCC's Global Distinction Program.

JCCC's Global Distinction Program's goal is to develop a program to prepare students to live and work in an interdependent and multicultural world, by better understanding the diversity and complexities of the global community. Criteria will be drawn up and applied to designate globally focused courses. The Global Distinction Program will encompass globally focused courses and activities that students participate in and a capstone project. The compilation of coursework, activities and capstone project, will triangulate in a strong assessment process around the College's new social awareness Institutional Learning Outcomes. This project will especially emphasize developing more globally focused courses in career technical education and STEM. Assistance from KU's area studies centers in faculty development in curriculum design for this will greatly aid JCCC in this regard.

To achieve these goals, we have mapped out a two-year plan in conjunction with the Office of International Programs and the Area Studies Centers at the University of Kansas to work with two 10 person cohorts STEM and Career/Technical faculty to internationalize their courses by adding international content and activities designed to deepen students' intercultural competency. To achieve these aims, we will partner with KU's Area Studies Centers and Office of International Programs to develop and hold a series of 4 workshops in each of two years. Those workshops will be on 1. Intercultural competency, 2. Goal based course design, 3. Identifying global content, and 4. Assessment of global competencies. Each cohort will participate in all four workshops over the course of a year, and the goal will be for each participating faculty member to globalize one course.

At the end of the two-year project, we will collaborate with KU's area studies centers to put on a workshop on "Internationalizing the Curriculum" for faculty from other community colleges and four-year colleges in the region that will present replicable dimensions of the JCCC globalizing the curriculum initiative.

We are very appreciative of the partnership with KU's Area Studies Centers both for their willingness to help us to develop and implement these activities, but also because of the support for JCCC faculty that they have written into their NRC grants.

Sincerely,

Tom Patterson
Director, International Education

U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear Reviewers:

We are very pleased to have the opportunity to write a letter of support on behalf of the Center for Latin American and Caribbean Studies (CLACS) at the University of Kansas for designation as a National Resource Center.

USD 501 has been nationally recognized for its successful and growing Dual Language (DL) programs at Scott Dual Language Elementary School, Whitson Elementary School, and Landon Middle School. At USD 501 Dual Language Programs, it is our mission to provide dual language content instruction, promote bilingualism and biliteracy, ensure grade level academic achievement, and cultivate positive cross-cultural attitudes and behaviors in order to be successful in a complex global society. USD 501 plans to partner with CLACS and KU's School of Education to pilot a program to increase Spanish fluency and cultural competency among educators and to promote Spanish learning and cultural exchange with students. CLACS' support for our DL programs will strengthen our future growth.

The proposed initiatives support the needs of our program by providing professional development for non-Spanish speaking teachers and staff, who need to learn basic Spanish to better perform their DL roles, as well as for educators and paraprofessionals who are heritage speakers with varying levels of proficiency. Having been themselves educated in the US in English, this group would benefit from further training in Spanish literacy.

CLACS has a long history of supporting K-12 education in the state of Kansas. CLACS frequently hosts area studies workshops, many of which benefit teachers and paraprofessionals at Topeka Unified School District 501. Our teachers learn and develop methods of incorporating Latin American and Caribbean content into their classrooms in accordance with state Board of Education standards.

In this region of the U.S., there is a need for the development of DL programs as well as adequate DL teacher training. The Center's efforts to create networks of administrators and teachers, provide professional training, and organize the development of target language teaching units using authentic materials will help meet this need. The Topeka Unified School District is excited to partner with CLACS in the growth of our programs as well as the development of DL programs in the state of Kansas.

Sincerely,

A handwritten signature in blue ink, appearing to read "Anita Curry", with a stylized flourish at the end.

Anita Curry
Director of ELL and Dual Language Programs
Topeka Public Schools, USD #501
2331 SW Topeka Blvd
Topeka, Kansas 66611

Phone: 785/295-3740
acurry@tps501.org



Career, Standards and Assessment Services

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 653
Topeka, Kansas 66612-1212

(785) 296-3142
(785) 291-3791 - fax

www.ksde.org

November 21, 2017

U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear Members of the Committee,

I am writing this letter in support of the the Center for Latin American and Caribbean Studies at the University of Kansas and their request for Title VI funding. As the Education Program Consultant for World Languages at the Kansas State Department of Education, I work with a network of individuals across the state to improve the quality and support the teaching and learning of world languages.

I recently met with the outreach coordinator of the Center for Latin American and Caribbean Studies to review the materials and professional development opportunities they provide to teachers. We discussed ways in which we might further improve and expand upon the current lesson plans that accompany the trunks of enrichment materials that they loan to schools. The outreach coordinator, Aron Muci, would like to ensure that the center's pedagogical materials align with our recently adopted world language standards.

The Center is also working to inspire elementary and high school students to pursue postsecondary studies through the Latinx documentary project. It is essential that all of our students see themselves and their communities represented positively and that they have models to inspire them to continue their education beyond a high school diploma. The Kansas State Department of Education has identified postsecondary education as essential to the success of our students.

I look forward to working with the Center to provide standards-based lesson plans and professional development to teachers in our state. Their collaboration is invaluable to our students, teachers, and our schools.

Best regards,

Regina L. Peszat Ph.D.
World Languages Education Program Consultant
Kansas State Department of Education

Centro Hispano
204 W. 13th Street
Lawrence, KS 66044
785.843.2039

centrohispano.lydia@gmail.com
centrohispano.giselle@gmail.com



Executive Director | Lydia Diebolt, LSCSW
Assistant Director | Giselle Scott, LMSW

Advisory Board

Bill Cory
Sergeant
Lawrence Police Dept.

Janine Cox
Attorney
Appellate Defender Office

MariaAna Garza
Maternal Child Health Nurse
Lawrence-Douglas County
Health Department

Rich Minder
Collaborative Projects
Coordinator
Success By 6 Coalition

Peter C. Haney, Ph.D.
Assistant Director
Center for Latin American
Studies
University of Kansas

Aida Ramos Viera
Ph.D. Student, Geography
University of Kansas

Fr. Jeff Ernst, OMP
Pastor
St. John the Evangelist
Catholic Church

October 31, 2017

U.S. Department of Education
International and Foreign Language Education
Washington, D.C.

Dear Title VI National Resource Center Committee Members,

Centro Hispano is proud to stand by the KU Center for Latin American and Caribbean Studies (CLACS) as they apply for Federal Funding from the United States Department of Education. Centro Hispano is a social service organization that primarily works with members of the Latinx community in Lawrence, Kansas. Centro Hispano benefits from the skilled and creative resources that CLACS contributes to the KU and Lawrence community.

CLACS' educational resources are skillfully designed to engage diverse audiences with perceptive contemplations of pertinent Latinx topics. Recently, Centro Hispano employees participated in CLACS' educator workshop, *Return to Sender*, in July; the workshop was about the unique challenges faced by many undocumented individuals and families when it comes to the United States' education systems and our country's cultural coming-of-age norms. The workshop attendees, various K-12 and university educators from around Kansas (as well as some curious and active community members), filled the venue and engaged with presenters in thoughtful and honest ways. The workshop flourished as a result of the open engagement with attendees, and as the event went on it was evident that the style with which CLACS presented information and ideas had resonated deeply with participants. Questions and comments built on one another and were addressed thoughtfully by CLACS' workshop facilitators; and from this open exchange came moments of novel awareness that engrossed the audience, encouraging an open engagement with new perspectives and ideas.

Centro Hispano, as a client-oriented social work organization, truly benefits from the kind of opportunities CLACS introduces to the Lawrence and Kansas community. Because, while we work directly with the individuals navigating an array of Latinx-American experiences, CLACS excels at engaging these Latinx populations and other community actors to help increase the overall social consciousness of today's important Latinx topics.

Federal Funding for CLACS' programs and projects will create a ripple effect of educational growth for more individuals than we may ever be able to count. But with certainty, we at Centro Hispano feel CLACS' influence.

Sincerely,

Lydia Diebolt, LSCSW
Director

Giselle Scott, LMSW
Assistant Director

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for Latin American and Caribbean Studies
Comprehensive National Resource Center 4 Year Detailed NRC Budget 2018-2022
August 15, 2018 - August 14, 2022

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
1. PERSONNEL							
Institutionally supported salaries							
Director - Marta Caminero-Santangelo	-	-	-	-	-		
Associate Director / Grad Director - Cecile Accilien							
Undergrad Director - Robert Schwaller							
Office Manager - Darra Stuart	-	-	-	-	-		
Outreach Coordinator / Education Specialist - Aron Muci (.75 FTE)							
Communications Coordinator - Stefanie Torres							
Student program assistants							
Shared Service Center staff (percentage of effort for HR, Finance & Grant specialists)	-	-	-	-	-		
A. Salaries & Compensation							
i. Language Instruction							
Language 1 - Kaqchikel							
Lecturer - \$10,000/.25 FTE, (40% fringe), (includes 2% annual increase), 100% NRC	10,000	10,200	10,404	10,612	41,216		A.2 p3; Table A3 p2; Apx A
Online resource development for Kaqchikel language instruction (40% fringe)	-	2,500	-	-	2,500		A.2 p3; Table A3 p2
Language 2 - K'iche' Maya							
Lecturer - .25 FTE in Yrs 2-4, (40% Fringe), (includes 2% annual increase), 50% NRC	-	5,000	5,100	5,202	15,302		A.2 p3; Table A3 p2; Apx A
Online resource development for K'iche' Maya language instruction (40% fringe)	-	-	2,500	-	2,500		A.2 p3; Table A3 p2

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Language 3 - Guaraní							
Lecturer - .25 FTE in YRs 3 & 4, (40% Fringe), (includes 2% annual increase), 50% NRC	-	-	5,000	5,100	10,100	AP1	A.2 p3; Table A3 p2; Apx A
Online resource development for Guaraní (40% fringe)	-	-	-	2,500	2,500	AP1	A.2 p3; Table A3 p2
Language 4 - Tlapanec or Bri Bri							
Lecturer - .25 FTE, (40% Fringe), NRC 100%	-	-	-	10,000	10,000		A.2 p3; Table A3 p2; Apx A
Language 5 - Spanish for Professionals and Heritage Learners							
Online course development-Business Spanish	2,500	-	-	-	2,500	AP1	A.2 p6; Table A3 p2
Instructor-Business Spanish online, \$5,000 (40% fringe)	-	5,000	-	5,000	10,000	AP1	A.2 p6; Table A3 p2
Online course development-Business Portuguese	-	2,500	-	-	2,500	AP1	A.2 p6; Table A3 p2
Instructor-Business Portuguese online, \$5,000 (40% fringe)	-	-	5,000	-	5,000	AP1	A.2 p6; Table A3 p2
Online course development-Medical Spanish	-	2,500	-	-	2,500	AP1	A.2 p6; Table A3 p2
Instructor - Medical Spanish online, \$5,000 (40% fringe)	-	-	5,000	-	5,000	AP1	A.2 p6; Table A3 p2
Instructor - Legal Spanish, \$5,000 (40% fringe)	-	-	5,000	-	5,000	AP1	A.2 p6; Table A3 p2
Online course development-Legal Spanish	-	-	-	2,500	2,500	AP1	A.2 p6; Table A3 p2
Spanish for Heritage speakers course development, \$2,500 (40% fringe)	2,500	-	-	-	2,500		A.2 p6; Table A3 p2
Subtotal Lecturers	15,000	27,700	38,004	40,914	121,618		

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
New Tenure-Track Position:							
Seeded tenure-track Asst Prof in Span/Port with specialization in indigenous language / culture, \$62,000 / 1.0 FTE (35% fringe, includes 2% annual increase; years 2 & 3: 61.29 % NRC funding [so the remainder was college funding], yr 4: 30% NRC funding	-	38,000	38,760	19,351	96,111		A.2 p3; Table A3 p2; Apx A
Subtotal: Language Instruction	15,000	65,700	76,764	60,265	217,729		
ii. Area Studies Instruction							
Faculty summer stipends for field schools /							
Haiti Service Learning Coordination & Supervision (35% fringe)	2,500	2,500	2,500	2,500	10,000	AP1	A.2 p7; Table A3 p2
Field School: Northern Triangle (Guatemala, El Salvador, Honduras) (35% fringe)	-	5,500	-	5,500	11,000		A.2 p7; Table A3 p2
Field School: Gran Chaco Indigenous Reserves, Paraguay) (35% fringe)	-	-	5,500	-	5,500		A.2 p7; Table A3 p2
School of Ed Costa Rica Study Abroad (35% fringe)	5,500	5,500	5,500	5,500	22,000	AP1, CPP2	A.2 p7; Table A3 p2
Law Study Abroad Mexico (35% fringe)	5,500	-	5,500	-	11,000	AP1	A.2 p7; Table A3 p2
Subtotal: Field Schools, SA, Service Learning	13,500	13,500	19,000	13,500	59,500		
Online development (CLACS certificate and 4 + 1)							
Course development / teaching for CLACS online courses: medicine, business, international relations & foreign policy, social welfare. NRC funding for 50% of developing 4 courses in yr1 and teaching 2 courses / year in yrs 2-4 x \$5000 / course (40% fringe)	5,000	5,000	5,000	5,000	20,000	AP1	A.2 p7; Table A3 p2
GTA to assist with development / teaching online CLACS courses (7% fringe)	15,500	15,500	15,500	15,500	62,000	AP1	A.2 p7; Table A3 p2; Apx A
Subtotal: Online Development	20,500	20,500	20,500	20,500	82,000		

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
iv. Outreach Personnel							
Aron Muci, Outreach Coordinator / Education Specialist (additional . 25 FTE to support increased Outreach activities) (35% fringe)	9,631	9,824	10,020	10,220	39,695		A.3 p10; Apx A
Graduate Student Outreach & Communications Assistant, \$13 / hr x 9 hrs / week, FTE, (7% fringe)	6,084	6,084	6,084	6,084	24,336		A.3 p10; Apx A
Subtotal: Outreach Personnel Salaries	15,715	15,908	16,104	16,304	64,031		
v. Student Support for Conferences and Conference Proceedings							
Student support for gathering, editing conference proceedings (10 hrs / wk x 4 wks x \$15) [7% fringe]	520	520	520	520	2,080		A.2 p8; Apx A
Student support for conference staffing (pre-conference logistics and publicity--10 hrs / wk x 4 wks x \$13) [7% fringe]	520	520	520	520	2,080		A.2 p8; Apx A
Subtotal: Student Support for Conferences	1,040	1,040	1,040	1,040	4,160		
A. Subtotal: All Personnel Salaries	65,755	116,648	133,408	111,609	427,420		
2. FRINGE BENEFITS							
i. 35% Faculty & Staff (.90 to 1.0 FTE)	8,096	21,463	23,723	15,075	68,357		
					-		
ii. 40% Faculty & Staff (.50 to .89 FTE)	8,000	13,080	17,202	18,366	56,648		
iii. 7% Student	1,584	1,584	1,584	1,584	6,336		
2. Subtotal: Fringe Benefits	17,680	36,127	42,509	35,025	131,341		
PERSONNEL/FRINGE TOTAL (Salaries+Fringe):	83,435	152,775	175,917	146,634	558,761		

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
3. TRAVEL							
A. Foreign Travel							
Faculty international travel awards to conduct research 10 trips/yr @ \$1,000 ea.	10,000	10,000	10,000	10,000	40,000		A2 p10; Table A3 p2
Faculty Travel Awards to conduct collaborative research, exchanges, or to build new initiatives with our LAC partners (e.g. UCR, Paraguay, Univ of Sonora) 2 trips/yr @ \$2,000 ea.	4,000	4,000	4,000	4,000	16,000		A.2 p10; Table A6 p9
Latin American / Caribbean Travel Support for CLACS Associate Director and Undergraduate Studies Director (\$2,000 / yr ea.)	4,000	4,000	4,000	4,000	16,000		A.2 p10; Table A6 p9
Librarian acquisition trips by Latin American BibliographerYr 1 & Yr 4(airfare @ \$1,200 + lodging @ \$110/night x 6 nights + \$260 ground transportation + per diem @ \$60/day x 7 days)	2,540	-	-	2,540	5,080		A.2 p10; Table A6 p9
Faculty SA / field school facilitator travel: 2 in YR 1, 2 in Yrs 2 & 4, 3 in YR 3--see Study Abroad / Field Schools in Budget (airfare @ \$1,200 + lodging @ \$110/night x 12 nights + \$260 ground transportation + per diem @ \$60/day x 13 days = \$3,560)	7,120	7,120	10,680	7,120	32,040	AP1	A.2 p7; A3 p10; Table A3 p2
Social Welfare Faculty Exchange Program with UCR: 5 faculty x (\$1200 airfare x 3 nights hotel @ \$200 / night @ \$260 ground transportation x \$60 per diem x 3 days)	11,200	-	-	-	11,200		A.2 p10; Table A3 p2
A. Subtotal: Foreign Travel	38,860	25,120	28,680	27,660	120,320		
B. Domestic Travel							
Outreach Coordinator local & regional outreach travel to "on site" locations: 10/year @ \$150 ea. (268 mi/ea @ \$0.545/mile)	1,501	1,501	1,501	1,501	6,004		A.3 p10
Outreach Coordinator travel for professional development (airfare @ \$280 + lodging @ \$135/night x 2 nights + per diem @ \$60/day 2.5 days + registration @ \$100)	800	800	800	800	3,200		Table A6 p9

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Librarian travel support to attend Seminar on the Acquisition of Latin American Library Materials (SALALM) Conference (airfare @ \$300 + lodging @ \$200/night x 2 nights + per diem @ \$60/day 2.5 days + registration @ \$100)	980	980	980	980	3,920		Table A6 p9
ACTFL Training Workshop - attendance of three language instructors (LCTLs prioritized) for professional development: \$400 each	1,200	-	-	-	1,200		Table A6 p9
2 indigenous language / LCTL instructor travel (only one in YR 1) for professional development (airfare @ \$400 + lodging @ \$150/night x 2 nights + airport transportation \$200 plus per diem @ \$60/day 2.5 days + registration @ \$100) x 2	1,150	2,300	2,300	2,300	8,050		Table A6 p9
2 Spanish instructors to travel to workshop on teaching Spanish for heritage learners (airfare @ \$400 + lodging @ \$150/night x 3 night + airport transportation \$200 + per diem @ \$60/day 3.5 days + registration @ \$100) x 2	2,720	-	-	-	2,720		A.2 p6; Table A6 p9
B. Subtotal: Domestic Travel	8,351	5,581	5,581	5,581	25,094		
3. TOTAL: TRAVEL	47,211	30,701	34,261	33,241	145,414		
4. EQUIPMENT							
5. SUPPLIES							
A. Library Supplies and Materials							
Library acquisitions for Latin American collection	10,000	-	-	10,000	20,000		A.2 p10; Table A6 p9
B. Center Supplies and Materials							
Outreach instructional materials & supplies	500	500	500	500	2,000		A.2.b pp3-5; A.3 p10; Table A3 p2; Table c1 p16

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Culture trunk/outreach lending library materials	500	500	500	500	2,000		I.1.c p50; Table C1 p16
Indigenous language instructional materials	500	500	500	500	2,000		A.2.a p3; Table A3 p2
Communications, printing, copying, mailing, advertising programs and workshops	1,000	1,000	1,000	1,000	4,000		A.2.b pp3-5; A.3 p10; Table A3 p2; Table c1 p16
5. TOTAL: SUPPLIES	12,500	2,500	2,500	12,500	30,000		
6. CONTRACTUAL	-	-	-	-	-		
7. CONSTRUCTION	-	-	-	-	-		
8. OTHER	-	-	-	-	-		
A. Consortial Support: Connecting Communities w MSIs, CCs, K-12, UCR, Paraguay, SoE							
Spanish Language and Culture Immersion Retreat for Educators (with KU SoE and Topeka Public School / MSI / CC educators): Dorm costs for 2 nights for 50 people = \$2000 plus \$2000 in stipends for speakers / facilitators plus 16 travel reimbursement "scholarships" @ \$125 = \$2000]	6,000	6,000	6,000	6,000	24,000	AP1, AP2; CPP1, CPP2	A.2.b.III, p4; Table A3 p2
Pen-pal virtual and art exchange with Topeka Public Schools and partners in Costa Rica / Paraguay (\$400 / year supplies, postage, and staff support)	400	400	400	400	1,600		A.2.b.III, p4; Table A3 p2
On site workshop day @ Topeka PSD with KU SoE / Language and Culture: \$30 / RT mileage x 5KU facilitators plus \$100 stipends for 5 = \$ 650	650	650	650	650	2,600	AP2; CPP2	A.2.b.III, p.4; Table A3 p2
Spanish Immersion Retreat for Students (with TPS / MSI / CC): Dorm costs for 2 nights = \$2000 plus \$2000 in stipends for speakers / facilitators plus 28 travel scholarships @ \$125 = distance mileage reimbursement @ \$125 = \$3500]	7,500	7,500	7,500	7,500	30,000	CPP1	A.2.b.III, p4; Table A3 p2

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Global Studies Symposium for MSIs / CCs: room rental \$150 x 2 rooms plus projector \$75 x 2 plus 10 travel reimbursement "scholarships" x \$60	1,050	1,050	1,050	1,050	4,200	AP1; CPP1	A.2.b.VII, p5; Table A3 p2
Lied Center: annual performing artist(s) from LAC (linked to free programming for K-12)	10,000	10,000	10,000	10,000	40,000		A.2.b.V, p5; Table A3 p2
Spencer Museum of Art: New arts materials (5K in Yr 1) and stipends to develop K-12 open access LACS arts curricula (\$250 x 2 / yr)	5,500	500	500	500	7,000		A.2.b.V, p5; Table A3 p2
MSI/CC Faculty Study Abroad Development Grants (competitive, 2 / year) \$1500 airfare & \$150 night lodging x 14 nights = 2100 & 300 in-country travel & 3,000 stipend to develop and then co-lead SA program: Total 6,900 x 2 = 13,800	13,800	13,800	13,800	13,800	55,200	AP2, CPP1	A.2.b.X, p6; Table A3 p2
Global Themes Speaker Series and linked K-12 teacher training workshops with Baker U SoE CEU (with other area studies centers): (Keynote speaker on LAC in year 2 on Building Strong Communities in LAC: \$400 airfare plus 2 nights hotel @ \$150 each plus \$750 honorarium plus \$200 airport transportation: \$500 honorarium master teacher facilitator for workshop plus \$60 mileage to/from KC; \$175 room rental fee)	-	2,385	-	-	2,385	AP1, AP2; CPP2	A.2.b.I p4; Table A4 p3; Table A3 p2
Educator workshop (Yr 1) with Baker U SoE CEU: Teaching the Caribbean and / in the Midwest: Master teacher facilitator stipend \$500 plus travel reimbursement from KC \$60; speaker stipends \$150 plus \$60 travel x 3 speakers; room rental fees \$175	1,335	-	-	-	1,335	AP2; CPP2	A.2.b.II p4; Table A5 p4; Table A3 p2
Educator workshop (Yr 2) with Baker U SoE CEU: Using digital humanities and KU digital collections in the classroom: Master teacher facilitator stipend \$500 plus travel reimbursement from KC \$60; speaker stipends \$150 plus \$60 travel x 3 speakers; room rental fees \$175	-	1,335	-	-	1,335	AP2; CPP2	A.2.b.II p4; Table A5 p4; Table A3 p2

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Educator Workshop (Yr 3) with Baker U SoE CEU: Teaching Spanish for Heritage Learners (3 expert speakers: airfare @ \$400 + lodging @ \$150/night x 2 + \$200 airport shuttle + stipend @ \$600) x 3; room rental fees \$175	-	-	4,675	-	4,675	AP2; CPP2	A.2.b.II p4; Table A5 p4; Table A3 p2
Educator Workshop (Yr 4 with ASCs and Baker U SoE CEU): speaker fees & transportation: airfare @ \$300 + lodging @ \$200/night x 2 + stipend @ \$250 + speaker per diem @ \$60/day x 2 days; room rental fees \$175	-	-	-	1,070	1,070	AP2; CPP2	A.2.b.II p4; Table A5 p4; Table A3 p2
Mock OAS for MSIs / CCs (judging fees @ \$100 x 10 + participant travel scholarships for students @ \$100 x 10)	2,000	2,000	2,000	2,000	8,000	AP1;bCPP1	A.2.b.IX p5; Table A3 p2
JCCC "Internationalizing STEM curriculum" workshops: \$500 towards JCCC faculty stipends to attend series of scaffolded workshops and revise course materials, and \$500 towards workshop costs (facilitator, supplies, promotion) in YRS 1&2; \$500 for JCCC faculty facilitator stipend for workshop to other CCs in YR 3	1,000	1,000	500	-	2,500	AP2; CPP1	A.2.b.VII p5; Table A3 p2
World Languages Fair: \$500 transportation (bus for 1-2 schools); \$500 marketing	1,000	1,000	1,000	1,000	4,000		A.2.b.IV p4; Table A3 p2
Misc guest stipends and travel for co-sponsored workshops, lectures (\$400 airfare + \$150 hotel x 2 + \$200 ground transport + \$300 stipend) x 4 a year, assuming 1/4 of co-sponsorship	1,200	1,200	1,200	1,200	4,800		A.2.b pp3-5
A. Subtotal: Consortial Support	51,435	48,820	49,275	45,170	194,700		

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
B. National Conferences and Symposia							
"The Unexpected Caribbean" national conference with Caribbean Women Writers Association -- Plenary Speaker (airfare \$400, hotel \$150 / night x 3 nights; airport shuttle \$200; honoraria \$1000 = \$2,050); travel reimbursements for MSI / CC educators \$150 x 20 = 3000; support student assistant (\$10 hr x 10 hrs week x 20 weeks = \$2000 / 3 co-sponsors = \$667); livestreaming and recording for open access: 2 days/16 hours + 6 hours post-production = \$3560.	9,277	-	-	-	9,277	AP1	A.2.d p9; Table A3 p2
"Latin American Theatre and Performance National Conference" 3 Plenary Speakers: (airfare \$400, hotel \$150 / night x 3 nights; airport shuttle \$200; honoraria \$1000 = 2,050) x 3; advertising and publicity \$500; student assistant \$10 hr x 10 hrs week x 20 weeks = \$2000; room rental fees \$500 / day x 2)	-	9,650	-	-	9,650		A.2.d p9; Table A3 p2; AP1
"The Long 1960s: Reassessing Global Legacies" Symposium (joint with 3 other area centers) (4 keynote speakers, 1 per center: \$400 airfare = 3 hotel nights @ \$150 + \$200 airport shuttle + \$1000 stipend = \$2050 per speaker / center; plus 4 travel awards per center x \$500 = \$2000)	-	-	4,050	-	4,050	AP1	A.2.d p9; Table A3 p2
"Indigenous Peoples of the Americas" national conference: 3 Plenary Speakers: (airfare \$400, hotel \$150 / night x 3 nights; airport shuttle \$200; honoraria \$1000 = 2,050) x 3; advertising and publicity \$500; student assistant \$10 hr x 10 hrs week x 20 weeks = \$2000; room rental fees \$500 / day x 2)	-	-	-	9,650	9,650	AP1	A.2.d p9; Table A3 p2
KU / UCR Symposium (Yr 4): Partnering in the Professions (w/ SW, SoE): 5 fac from UCR(\$1,200 airfare x 3 nights hotel @ 150 x \$260 GT= 1910) plus translator \$1000 / day x 2.5 days	-	-	-	12,050	12,050	AP1	A.2.d p10; Table A3 p2
					-		
B. Subtotal: National Conferences and Symposia	9,277	9,650	4,050	21,700	44,677		

Note: AP = Absolute Priority; CP = Competitive Priority; IP = Invitational Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
C. Research and Faculty Exchanges (including SW / UCR Exchange)							
Social Welfare Faculty Exchange Program: 5 UCR faculty x (\$1200 airfare x 3 hotel nights @ \$150 x \$260 ground transportation)	-	9,550	-	-	9,550		A.2.d p10; Table A3 p2
Faculty Collaboration Cluster awards for projects with faculty from other regional institutions incl MSIs/CCs 1/yr @ \$5,000 ea.	5,000	5,000	5,000	5,000	20,000	CPP1	A.2.d p10; Table A3 p2
University of Kansas Press Series on Latin Americans and the Midwest (Series Editor stipend \$4000 + \$2000 production costs = \$10K / year)	5,000	5,000	5,000	5,000	20,000	AP1	A.2.d p9-10; Table A3 p2
C. Subtotal: Research and Faculty Exchanges	10,000	19,550	10,000	10,000	49,550		
D. Evaluation							
External evaluation (with other area studies centers)	1,000	-	-	-	1,000		C.4 p19
D. Subtotal: Evaluation	1,000	-	-	-	1,000		
8. TOTAL: OTHER	71,712	78,020	63,325	76,870	289,927		
9. TOTAL DIRECT COSTS (NRC)	214,858	263,996	276,003	269,245	1,024,102		
10. INDIRECT COSTS 8% (NRC)	17,189	21,120	22,080	21,540	81,929		
11. TRAINING STIPENDS: (See Foreign Language and Area Studies Fellowship (FLAS) Detailed Budget)							
12. TOTAL COSTS (9-11)	232,047	285,116	298,083	290,785	1,106,031		

**University of Kansas Center for Latin american and Caribbean Studies
Comprehensive Foreign Language and Area Studies Fellowships
SUMMARY FLAS BUDGET August 1, 2018-August 14, 20122**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total
<u>1. PERSONNEL</u>					
<u>2. FRINGE BENEFITS</u>					
<u>3. TRAVEL</u>					
<u>4. EQUIPMENT</u>					
<u>5. SUPPLIES & MATERIALS</u>					
<u>6. CONTRACTUAL</u>					
<u>7. CONSTRUCTION</u>					
<u>8. OTHER</u>					
<u>9. TOTAL DIRECT COSTS</u>					
<u>10. INDIRECT COSTS (not allowed)</u>					
<u>11. TRAINING STIPENDS</u>	273,000	273,000	273,000	273,000	1,092,000
<u>12. TOTAL COSTS (9-11)</u>	273,000	273,000	273,000	273,000	1,092,000

Foreign Language and Area Studies Fellowship (Training Stipends) Detailed Budget
University of Kansas Center for Latin American and Caribbean Studies
August 15, 2018 - August 14, 2022

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Cross Reference with Narrative
Note: All Center for Latin American & Caribbean Studies FLAS are awarded in Less Commonly Taught Languages (Haitian Creole, Portuguese, Quechua, Kaqchikel, Miskitu, K'ichi' Maya, Guarani, Bri Bri). We will award FLAS fellowships only for languages in which we are offering advanced study.						
Academic Year						
1. Graduate Foreign Language and Area Studies						
6 Institutional payments @ \$18,000	108,000	108,000	108,000	108,000	432,000	J.1.a-e, p50-51; K.1 & K.2, p.51
6 Subsistence payments @ \$15,000	90,000	90,000	90,000	90,000	360,000	
Subtotal Graduate Foreign Language and Area Studies	198,000	198,000	198,000	198,000	792,000	
2. Undergraduate Foreign Language and Area Studies						
2 Institutional payments @ \$10,000	20,000	20,000	20,000	20,000	80,000	J.1.a-e, p50-51; K.1 & K.2, p.51
2 Subsistence payments @ \$5,000	10,000	10,000	10,000	10,000	40,000	
Subtotal Undergraduate Foreign Language and Area Studies	30,000	30,000	30,000	30,000	120,000	
Subtotal Academic Year	228,000	228,000	228,000	228,000	912,000	

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Cross Reference with Narrative
Note: All Center for Latin American & Caribbean Studies FLAS are awarded in Less Commonly Taught Languages (Haitian Creole, Portuguese, Quechua, Kaqchikel, Miskitu, K'ichi' Maya, Guarani, Bri Bri). We will award FLAS fellowships only for languages in which we are offering advanced study.						
<u>Summer</u>						
1. Graduate Foreign Language and Area Studies						
3 institutional payments @ \$5,000	15,000	15,000	15,000	15,000	60,000	J.1.a-e, p50-51; K.1 & K.2, p.51
3 subsistence allowances @ \$2,500	7,500	7,500	7,500	7,500	30,000	
Subtotal Graduate Foreign Language and Area Studies	22,500	22,500	22,500	22,500	90,000	
2. Undergraduate Foreign Language and Area Studies						
3 institutional payments @ \$5,000	15,000	15,000	15,000	15,000	60,000	J.1.a-e, p50-51; K.1 & K.2, p.51
3 subsistence allowances @ \$2,500	7,500	7,500	7,500	7,500	30,000	
Subtotal Undergraduate Foreign Language and Area Studies	22,500	22,500	22,500	22,500	90,000	
Subtotal Summer	45,000	45,000	45,000	45,000	180,000	
TOTAL FLAS FUNDING REQUESTED	273,000	273,000	273,000	273,000	1,092,000	